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ABSTRACT

The six papers in this collection address as many different topics. In "Circulation Desk Staff Amiability and Patron Satisfaction," Laureen Cardon and Nathan M. Smith describe a study at Brigham Young University which demonstrated that interpersonal relations training for circulation desk staff could improve patron satisfaction. Anna L. DeMiller reports on a study which developed a practical way to connect collection development and preservation in "Survey of Research Collection with Preservation, Assessment, Weeding, and Inventory Objectives." In "The American Memory Prototype: Assessing a New Library Tool," M. Alan Overstreet discusses preliminary conclusions from a study of users of this Library of Congress project that was carried out at Brigham Young University. "An Exploration of Vandalism/Food/Drink Issues in Academic Libraries," by Susan L. Richards and Lisa F. Lister, reports on a survey conducted to determine the degree to which these issues are considered problems, how many and what kinds of policies exist, and what remedial steps libraries have taken in response. In "The Harvard Assessment Seminars: Their Implications for Public Services in the Academic Library," Michele Wolff summarizes findings from the original seminars for university administrators and teaching faculty and suggests ways they might be adapted to the academic library. "Beyond INFOTRAK: Integrating Government Document CD-ROMS into Course Assignments," by Vicky York, describes a study of upper-division students to determine their knowledge of government information sources and CD-ROM use prior to a course that necessitated their use. Survey questionnaires and references are included for individual papers. (BBM)

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CIRCULATION DESK STAFF AMIABILITY AND PATRON SATISFACTION

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Private sector studies show that public contact personnel have a significant impact on customer satisfaction with the levels of service provided. Circulation Desk staff are one of the primary human contacts for academic library patrons. In 1987, Hobson, et al., demonstrated that the perceived effectiveness of the circulation staff could be increased through interpersonal relations training. The authors have replicated this study at Brigham Young University. They showed that with limited training (two hours) and minimal follow-up, a statistically significant improvement in patron perceptions could be generated.

Customer satisfaction is an area of extensive research in the business community, and there is evidence that "Those organizations willing to commit to superior customer service profit on the bottom line. Those unwilling or unable to meet that standard do not and will not thrive—and possibly may not even survive" (Zemke and Schaff 1989, 9). If providing good service is a demonstrated way to improve business profits, what about nonprofit organizations? Most libraries, and especially academic libraries, are funded by outside sources and not directly by the patrons. Do libraries need to be concerned about customer satisfaction? The answer to this question is an emphatic Yes!

Satisfied customers are not only repeat customers, they also bring in new business by telling others about the good service they receive. A recent television report illustrates this point. The report stated a popular Japanese car was probably no more trouble free than its American competition, but the Japanese company had the competitive edge because of the care and concern they required their American dealers to demonstrate. One way dealers demonstrated their concern was to place several follow-up phone calls after the sale. If one of the new cars needed repair the dealer would drive out to the customer's home, pick up the car and leave a loaner car while the new car was being repaired. These dealers demonstrated the characteristics of high-quality customer service: personal attention, dependability, promptness and employee competence (Zemke and Schaff 1989, 9).

Patron satisfaction with libraries is partially dependent on the interpersonal contact of patrons and library employees. One point at which this takes place is the circulation desk. The staff at public service points, including the circulation desk, set the service tone of a library and influence a user's perceptions of the library (Hobson, et al. 1987, 93). The staff at the academic library circulation desk are often not librarians or even paraprofessional staff trained in giving service, but student assistants.

The staff at the Harold B. Lee Library circulation desk, as an example, consists of eleven student employees supervised by the department head. These students are at varying stages in their college career. Most of them have worked for the circulation department performing other duties before moving to the circulation desk where they now work twenty hours per week. Due to student graduation and other factors, there is a high turnover in desk staff.

Although the level of professionalism among these students is relatively high for workers in this category, it is limited. Inexperience in working with the public and the conflicting demands experienced by students can lead to a lack of commitment to the position itself. Understandably, this can reduce the enthusiasm of these employees for providing a high level of service to library patrons.

This study was intended to improve the service orientation of the student employees at the circulation desk. To do this the authors have attempted to reproduce at Brigham Young University the study of circulation desk personnel effectiveness conducted by Charles J. Hobson and others at Indiana University Northwest (Hobson, et al. 1987). It was hypothesized that a training program in basic interpersonal skills would improve both patron satisfaction with the library and student employee job satisfaction.

FORMAT OF THE STUDY

The training program emphasized three very simple behaviors. Circulation employees were taught 1) to smile at patrons as they approached the desk, 2) greet them at the beginning of the transaction, and 3) maintain normal eye contact with them during the transaction. The basic concepts of active listening, to be used in emotionally charged situations were also incorporated into the training (Gordon 1987, 55-74).

The training itself took place during two one–hour sessions. The first session introduced the desired behaviors. The instructor first talked about employee–patron interactions and then opened the session for a short discussion. The majority of the session was spent in role–playing exercises. First, the instructor demonstrated poor interactive behavior while the students portrayed the patrons. The poor behaviors included avoiding eye contact, ignoring patrons, monosyllabic responses, and hostility. The instructor and students then discussed the feelings patrons would likely experience in approaching someone who did not acknowledge them.

This was followed by a demonstration of the desired behavior. Using the same format as above, the instructor showed how to smile and greet each patron. Natural eye contact was maintained throughout each transaction. Again, the feelings of the patrons were analyzed and contrasted with the first experience. Following the demonstrations, each student acted the part of a desk employee while the remainder represented patrons.

Following each role–play, the interactions were critiqued by those participating. Finally, active listening skills were introduced and the role plays were repeated.

The second training session consisted of a review and discussion of the concepts introduced in the first session. Examples of "real life" situations were presented and discussed, including scenarios with patrons who had left their ID card at home, those who were unable to find books on the shelf, others who claimed they had already returned items that were not cleared on the computer, and those who were objecting to fines. The students were encouraged to express their concerns about the training and to share any intervening experiences they had with these skills. Finally, the tally sheets for tracking the desired behavior was explained.

A procedure of using a tally sheet was employed to keep the student assistants focused on the study. The sheets recorded patron-employee transactions. These sheets contained columns labeled: number of patrons, smile, greet, eye contact, active listen, and satisfied patron. The participants were asked to mark the sheet following each transaction. For each patron encountered, student employees were to make a mark in each subsequent column if the behavior had occurred. For the final column, satisfied patron, the participants were asked to evaluate whether or not the patron's requirements had been met. The employees participating in the study were required to track their own behavior for a two-week period following the second training session.

A follow-up meeting was held after this period to discuss their experiences and obtain feedback about the training and the effectiveness of the skills. The general reaction of the participants was positive. For instance, one employee had been approached by a patron who needed a book to write a paper. The patron was anxious because the book had already been checked out and was not due back before the paper was to be finished. When he approached the desk he complained that he was never able to find anything he needed in the library. The student employee said to the patron: "You're worried about having the book back in time to write your paper. I can recall it for you and it should be back next

week." He was also able to direct the patron to the reference desk where more help was available. The patron thanked the employee for his help and left with a more positive attitude about being able to successfully complete his paper. Another student employee remarked that she had been told by a patron, "You people are always so nice to work with, you must really like your work." A third related that she had been approached by a faculty member who was upset about having to bring books into the library to renew them. She acknowledged his frustration and explained the policy to him. She also told him about the Faculty Book Delivery Service that was available through the department and explained how it could help in the future. As the professor left, he apologized for having been rude to her. Several other employees mentioned that when they were cheerful, the patrons waiting in line for service seemed less irritable than usual.

Of course, not all the experiences were positive. But the student employees indicated that they were surprised at how few negative experiences had actually transpired. Only about 3% of the patron transactions required the use of the interactive listening skills, and even fewer had negative results. In those cases, however, the employees felt that the training had prepared them to treat the next patron kindly.

The subjects of the study were library patrons. In order to collect before and after data, it was necessary to have a single group of subjects for the duration of the study. It was also desirable that these subjects be representative of the student body as a whole. The researchers accordingly selected a random sampling of the English courses required for graduation. (One course is required of freshmen and/or sophomores, and a second course is required during the junior or senior year.) A random sample of eleven sections of these courses was chosen, and the instructors of each section were asked to administer the patron satisfaction survey as pre- and post-tests (see Appendix I). Nine of the eleven instructors conducted the initial survey, and seven of those administered the survey to their sections a second time as well. A total of 251 patrons completed both the pre- and post-tests. The pre-test was administered during the third and fourth weeks of the semester. The training

was conducted two weeks after administration of the pre-test. Five to six weeks after completion of the training, the post-test was administered. The interval between the pre-test and the post-test was two months. To ensure confidentiality while allowing the results of the surveys to be paired, a control number was used to identify each subject.

The subjects were asked ten questions about their experience with circulation desk staff. These questions dealt generally with the helpfulness and friendliness of the desk staff and specifically with the three behaviors that were addressed in the training. The survey was a duplicate of the one used by Hobson, et al.

PRESENTATION AND ANALYSIS OF DATA

The subjects' individual pre- and post-test scores were matched through the use of a control number. Their paired scores (pre- and post-) were analyzed through the SPSS-PC+ statistical programs by using a paired T-test. Appendix II shows the mean scores for each question from the pre- and post-tests, together with the T-value and statistical probability getting a difference in the averages, of this magnitude, by chance.

Using the 0.05 level of significance as our criterion, all but Questions 3 and 9 show a significant increase in positive attitudes by patrons. Note that all of the post-test scores were larger than the pre-test scores, indicating that patrons' perception of the circulation desk staff became more positive after minimal staff training.

The questionnaire also asked about recent library usage (see Question 10). Only twenty-one percent of the subjects had checked out books from the library within the two weeks prior to the pre-test. Forty-seven percent had checked out materials within the two weeks prior to the post-test. (Note that patrons who had checked out materials more than two weeks previously would not be included in this number. Patrons who had not checked out books but who had requested other services would also not be included.) This variable had no significant correlation to any of the other responses to the survey.

Unfortunately, the job satisfaction level of student employees was not evaluated due to insufficient data.

CONCLUSION

Minimal interpersonal training is effective. Training doesn't have to take very much time to work. Giving student staff at the Lee Library Circulation Desk just two hours interpersonal training produced significant improvement in patrons' positive regard for the staff. Asking student staff to keep a log of each transaction, using a tally mark to indicate they smiled, made eye contact, and greeted a patron, was important to maintaining the behavior learned in the two one–hour training sessions.

A continuing program is needed to extend the data beyond the period immediately following the training. Will the behaviors learned in the training sessions continue in the absence of follow-up training? Will they continue without the stimulus of the tally sheet? In addition, the question of "will student staff experience increased job satisfaction as a result of the program" remains to be answered.

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APPENDIX I

PATRON SATISFACTION SURVEY

Patron Evaluation of Circulation Desk Staff

Instructions: Circle the number that most fits your feelings about the circulation desk (check-out counter) staff on the scale from:
1 = STRONGLY DISAGREE to 5 = STRONGLY AGREE.

	SD				SA
The circulation desk staff are very helpful; specifically, they provide what I need or refer me to someone who can help me.	1	2	3	4	5
The circulation desk staff take personal interest in helping me.	1	2	3	4	5
The circulation desk staff are very friendly.	1	2	3	4	5
The circulation desk staff greet me personally when I approach them.	1	2	3	4	5
The circulation desk staff smile when they talk to me.	1	2	3	4	5
The circulation desk staff look at me when they talk to me.	1	2	3	4	5
The circulation desk staff are always polite in dealing with me.	1	2	3	4	5
The circulation desk staff listen attentively to any problems which I bring them.	1	2	3	4	5
The circulation desk staff look at me when I'm talking to them.	1	2	3	4	5
I have checked materials out of the library within the past two weeks.	Yes				No

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APPENDIX II

RESULTS OF PATRON SATISFACTION SURVEY

Paired T-test analysis of Patron Satisfaction

1	The circulation desk staff are very helpful; specifically, they provide what I need or refer me to someone who can help me.	3.5538	3.8538	-3.18	0.002
2	The circulation desk staff take personal interest in me.	3.1908	3.5267	-3.71	0.000
3	The circulation desk staff are very friendly.	3.5344	3.6336	-1.02	0.310
4	The circulation desk staff greet me personally when I approach them.	3.0615	3.3769	-2.78	0.006
5	The circulation desk staff smile when they talk to me.	3.1603	3.3817	-2.21	0.029
6	The circulation desk staff look at me when they talk to me.	3.6031	3.8779	-2.77	0.007
7	The circulation desk staff are always polite in dealing with me.	3.4885	3.7481	-2.49	0.014
8	The circulation desk staff listen attentively to any problems which I bring them.	3.4154	3.6538	-2.3	0.023
9	The circulation desk staff look at me when I'm talking to them.	3.6718	3.6947	-0.21	0.833

SURVEY OF A RESEARCH COLLECTION WITH PRESERVATION, ASSESSMENT, WEEDING, AND INVENTORY OBJECTIVES

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In an effort to develop in a practical way a connection between collection development and preservation, a pilot project coordinated by the author was carried out in 1987 at the Morgan Library, Colorado State University. By doing a survey of an area of the sociology collection using a specially designed survey form, the project addressed preservation concerns and accomplished collection assessment objectives, as well as doing an inventory and weeding. Preparations for the survey are described in detail, including design and preparation of the survey forms. Data from these forms were input into the PC–File III computer program and its report function was utilized to compile statistics and generate lists. Assessment techniques and tools are described. Although time–consuming, the project accomplished its objectives and provided a valuable learning experience.

One of the major issues now confronting academic and research libraries is preservation of our physically deteriorating collections. While some early efforts in this country were made with the establishment of preservation programs at the Newberry Library in 1964, the Library of Congress in 1967, Yale in 1971, and the New York Public Library in 1972, preservation really came of age in the 1980s. In the last ten years or so all of us in the library profession, not just preservationists, have become aware of, if not actively involved in, the flurry of activity surrounding preservation issues. We took part in the formation of committees and commissions, attended conferences and workshops devoted to preservation, and saw the establishment of guidelines and standards by authoritative bodies. We read or published numerous articles, SPEC kits, and manuals on the subject. In the process new words and

phrases such as brittle books, deacidification, yellow snow, and microbiodeterioration became a part of our vocabulary. Perhaps some of us even followed the debate over the merits of the Wei T'o versus the diethyl zinc deacidification process. Preservation concerns even reached beyond the library community when the film "Slow Fires: On the Preservation of the Human Record" was widely broadcast on public television.

CONNECTING PRESERVATION AND COLLECTION DEVELOPMENT

Most research libraries now have some sort of formal preservation program whose objective is to maintain the retrospective collection. They also have collection management staff whose function is to select the contents of the future collection. In respect to preservation the primary responsibility of the selector is deciding "what to conserve" while the preservationist is mostly concerned with "how to conserve." It is possible for preservationists and collection development staff to work independently, but the most control over the collection comes when there is coordination of their efforts. Optimum decisionmaking is an interactive process with both experts working together for the good of the collection. Moreover, cooperation is imperative to maximize the use of time, money, and human resources.

In the early 1980s, Joel Rutstein, the Collection Development Officer at the Morgan Library, Colorado State University, became interested in a practical way of developing this connection between collection development and preservation (Rutstein 1981). To accomplish this he envisioned a pilot project that would survey, book by book, a portion of the library's collection having both high use and high research value. The project would combine preservation techniques with collection assessment techniques, focusing on the following: collection use; collection inventorying; ability of the collection to support ongoing programs; identifying material for withdrawal, replacement, or storage; and identifying material for physical treatment. Thus, in addition to having preservation and assessment objectives it would at the same time accomplish weeding and an inventory. Statistics would be collected on

all aspects of the project. A key element was to be a survey form. It was key because a form would be filled out for each book, collecting information on the physical condition of the book and other data needed to accomplish objectives of the survey. This information would be input into a computer program called PC–File III that would then be used to compile statistics and generate lists of items such as: items which had never circulated (and could be weeded and placed in storage), items needing binding or repairs, items with brittle paper, and so forth.

As a reference librarian doing collection development I agreed to coordinate this project, working on a subject area of the collection for which I had collecting responsibility. The Preservation Librarian, Myra Jo Moon, was to be involved and share her preservation expertise as well as her experience with a previous preservation/inventory project. Two part–time librarians on transitional retirement were to help in doing the survey itself, plus we were to have the assistance of two student workers. Indirectly the project also involved the cooperation of other staff in the catalog, circulation, and preservation departments.

SELECTING THE SUBJECT AREA OF COLLECTION

The first step in the project was to identify the area of the collection to be surveyed. The Morgan Library has a number of subject areas within sociology which fit the two requirements of high use and high research value. With respect to the latter, these subject areas are equivalent to a level 4, or research level, according to the RLG conspectus. As you are probably aware, the conspectus of RLG, the Research Libraries Group of which the Morgan Library is a member, is a collection assessment tool which evaluates collection strengths by coded level of collecting and which is based on subject groupings arranged according to the LC class schedules. It is a database available online through the RLIN network.

Since the M.A. in Sociology at Colorado State University emphasizes the development of basic skills in theory and methods and the Ph.D. requires written comprehensive examinations in this area, I tentatively chose the HM1–221 call number area, a level 4 according to our conspectus, which supports this emphasis. A measure of the shelf list

showed about 2,350 cards (23.5 inches at 100 cards/inch), or about 2,100 titles, for this call number range. Based on the Preservation Librarian's experience with her previous preservation/inventory project, this seemed like a manageable number to work with, plus this part of the collection had not been weeded for a long time.

DOING THE BACKGROUND RESEARCH

Before proceeding further I began to do background reading on preservation, inventory procedures, weeding, and assessment techniques. For basic information on preservation two publications proved very useful, the Association of Research Libraries self–study manual for libraries (ARL, *Preservation planning*, 1982) and another manual on preserving library materials (Swartzburg 1980). For details on inventory procedures, I relied on two papers. One describes a project at the University of Houston Libraries (Shaughnessy 1982). The other is a guidebook for academic libraries (Haka and Stevens 1985). For weeding, Stanley Slote's book, the standard work on this subject, was invaluable as it covers not only the theoretical aspects of weeding, but is a how–to–do–it manual for different methods (Slote 1982). In 1989 a third edition of this indispensable work was published. For assessment, I read several studies each on assessment in general (Hall 1984, 1985) and on assessment of a sociology collection in particular (Shapiro 1985; Devin 1985). An ARL SPEC Kit proved particularly valuable as it focused on assessment in academic research libraries and contained a report from the University of Illinois at Chicago on a sociology assessment project (ARL, *Collection description*, 1982).

PREPARING THE SURVEY FORMS

Design of the survey form came next. The Preservation Librarian and I sat down to determine what information needed to be recorded on the survey forms to accomplish the preservation, weeding, inventory, and assessment objectives (see Appendix I). Many of the items on the survey form have to do with a book's physical condition: acid content of paper,

brittle paper or not, type and condition of the binding, pages intact or not, any damage whether environmental or by user, and a place to record treatment or repairs needed and treatment or repairs made. For both assessment and weeding purposes checkout information was needed: date of last checkout, total number of checkouts, and number of checkouts during the last ten years. Country and date of publication were also part of the assessment. Whether an item was NOS (not on shelf), checked out, or a marking problem were essential for the inventory.

We examined several ways of accomplishing the inventory. A common method calls for taking the shelf list drawers to the stacks and comparing the cards with what is on the shelf. Such a procedure would not work smoothly in this case since we needed to do more with each volume on the shelf than check it against the shelf list. In the Preservation Librarian's prior inventory project, the method used was to copy the call number of each book onto a survey form as it was examined, then later compare the forms with the shelf list. This method was discarded here as that project revealed too many errors had been made in transcribing the call numbers. We decided that the most efficient method, which would also eliminate transcription errors, would be to photocopy the shelf list cards at the top of a template of the survey form. A surveyor would in effect carry the shelf list to the stacks, but on the forms, not in drawers.

This method necessitated removing the shelf list cards from the drawers, numbering them and weeding out the second and third cards of card sets, mounting them on templates of the survey form, photocopying, then removing cards from templates, reordering the cards, filing the shelf list cards back in the drawers, cutting the photocopies, and putting the forms in call number order. Some savings in photocopy cost was achieved by being able to copy four forms at a time on an 11" x 17" sheet. A supply of blank forms was also made at this time for use with problems, multi-volume sets, and added copies. Since the library had a significant number of items in storage, we decided to identify these items at this time, writing "storage" on each form. This was relatively easy to do as there was a printout of storage items in call number order. The total cost of photocopying was about $125; total preparation time for producing the forms was estimated at 21 hours.

CHARTING THE WORKFLOW

The forms were now ready for a surveyor to take to the stacks. In most cases the surveyor would be able to match one book with each form, examine the book and fill out the form, then replace the book on the shelf and put the form in a completed pile. However, there were numerous types of exceptions to this straightforward process. Periodical titles also constituted an exception since they were to be handled separately at a later date. To deal with both the usual workflow plus all types of exceptions, I first drew a flowchart, then from this prepared a set of work procedures for each surveyor to follow.

TRAINING THE SURVEYORS

Before the actual survey began, everyone doing the survey attended a training workshop given by the Preservation Librarian. Among the things covered were how to test for brittle paper and determine the acid content of paper. Workflow procedures were systematized and surveyors were given their survey forms.

DOING THE SURVEY

A total of 162 hours were spent surveying the estimated 2,190 monograph titles. This included the time each person spent examining books and filling out forms as well as the time spent on such tasks as placing searches on missing books, recalling checked-out items, resolving cataloging and marking problems, taking items to the bindery for repairs, and the like. While doing the survey the forms for periodical titles were simply marked as being "periodical" and set aside for later use. It took an additional 65 hours to check a total of 84 periodical titles, involving 886 bound volumes and 176 unbound issues.

INPUTTING DATA INTO PC-FILE III

After completing the monograph survey, the call number and other data from the forms were input into a computer program called PC-File III. A work study student assigned to this project did the inputting of the 2,190 records in about 40 hours. This was considerably less time than we had anticipated, probably for two reasons: 1) the student was very adept at keyboarding, and 2) we had been very careful in designing the survey form so it correlated with the fields set up on the program. Once the information had been input, various lists were generated and statistics compiled using the report function of PC-File III.

Statistics showed that 501 items (22.9%) had not circulated in the last ten years and a further 295 items (13.5%) had never circulated. Items on these two lists, the non-core collection, were thus eligible to be weeded. Note that the term "core collection" refers here to that part of the collection to be kept, determined solely by the number of times a title had circulated, and not on some evaluation of quality. This usage of the term is consistent with that of Slote in his book on weeding (Slote 1982). The lists were given to the Circulation Department and as time permitted these books with the exception of those published within the last several years were pulled from the shelves and sent to storage. Some interesting figures emerged regarding the condition of the collection. Just 16 items were found to have brittle paper; 974 items (44.5%) had paper with high acid content; 850 items (38.8%) tested for some acid content; and 361 items (16.5%) had acid-free paper. About half of this heavily used area of the collection was in need of binding and/or some sort of repairs. The Preservation Librarian was given lists of such items so these books could receive whatever attention time and money allowed.

Although no statistics were compiled on use compared to condition, a look at a list of items arranged in order based on number of times circulated, shows a strong correlation as might be expected between heavy use and repairs already made and/or repairs needed. Again, although no statistics were gathered comparing date of publication with use, a look at the 20 most heavily checked out items reveals that 6 of the 20 items were published in the late 1800s,

then there is a leap in time to 8 in the 1960s and 6 in the 1970s. As a matter of interest, the most heavily checked out title was a Free Press paperback which circulated 65 times, 42 times in the last ten years with the last checkout date in 1987, was published in 1964, had been rebound and was again in need of repair.

ASSESSING THE COLLECTION

Although this discussion of assessment follows that on doing the survey, a number of steps in the assessment were carried out early in the project or at the same time the survey was being done. Selection of the subject area and a review of the relevant collection policy statement was done first. Since there was no policy statement for sociology, one was written. The next step was to determine the objectives of the assessment. In fact the overall objective had already been decided by the Collection Development Officer before the project began, that was, to determine if the monographs in this area of the collection could support ongoing programs. Finally, measurement techniques were selected and rough time estimates were made.

Measurement techniques for assessing a collection are sometimes categorized as either client centered or collection centered. The one client–centered technique chosen for this survey was number of checkouts, particularly in the last ten years. This timeframe was chosen based on citation and readership studies on the structure of sociology literature which show that 50-70% of all citations are from sources less than ten years old (ARL, *Collection description*, 1982; Shapiro 1985). Since this project had other objectives, no attempt was made in this assessment to test whether or not this time period was valid. Several collection–centered techniques were also used. Data were collected on both place and date of publication to determine the amount of foreign language material and the age of the collection. However, the main technique was a check of book lists and core bibliographies to see what percentage was held by the library.

A number of subject specific bibliographies were selected for checking (Aby 1987; Bailey 1982; Bottomore 1971; van den Eeden 1982). All titles on these lists were checked.

We found that the library had 50%, 74%, 75.5%, and 65% respectively. Also checked were several widely accepted important subject bibliographies. These were the appropriate call number sections of the second edition of *BCL*, or *Books for College Libraries*, (ALA 1975) and a 50% sampling of the books reviewed in *CS*, or *Contemporary Sociology*, for the years 1972 through 1987 listed under headings relating to theory and methods (Contemporary Sociology 1972-1987). This edition of BCL had a cut-off date of 1972 so CS picked up where it left off. This is the tool cited in the literature for this purpose. A total of 36.5 hours was spent checking 965 titles in BCL and CS.

The library had 87.2% of titles from BCL and an average of 59.3% from CS although percentages from the latter varied each year ranging from a low of 33% in 1985 to a high of 85% in 1974. The BCL bibliography constitutes the bare minimum of titles needed to support an "average" program of "good" quality. Therefore a research library collection should include virtually 100% of these titles even in subdisciplines of the field not emphasized by the library's users. Sources in the literature say any percentage under 90% indicates a serious gap. For CS, sources in the literature say the standard percentage is 80%. These figures showed serious gaps in our holdings and a subsequent effort was made to buy individual titles identified in the assessment.

This subject area of the collection had originally been assessed as an RLG level 4 collection, but this project revealed, in large part through the analysis using *Contemporary Sociology* which is mentioned above, that the strength of the collection slowly eroded in the years from 1972 through 1987. Unfortunately, due to insufficient book funds coupled with the fact that many titles missing from the collection were already out of print, not enough books could be bought to fill in the gaps and the collection was downgraded to a Level 3.

CONCLUSION

The project yielded valuable information on this area of the collection as to its physical condition and ability to support the sociology program. A great many tasks were accomplished

all at once, such as: cataloging records corrected; mismarking on books corrected; missing books found; other volumes identified as missing; withdrawal or replacement of books in bad physical condition; weeding; identification of items needing repairs and/or binding; statistics on collection use, age, and content of collection with regard to language of publication gathered; and individual titles identified for purchase.

All of this required a large investment of staff time, not only for the specific steps in the project outlined above, but also for the time I spent doing background research, searching for appropriate subject bibliographies to check, supervising the student workers, setting up the PC–File III program parameters, compiling statistics and reports from the computer program, and writing and giving reports on the project.

The experience was a tremendous learning experience for me, not only from reading about preservation, inventory and weeding procedures, and assessment, but also getting the hands-on experience. I especially enjoyed going into the book stacks and actually handling the collection. For busy collection development librarians, such opportunities occur all too seldom.

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APPENDIX I

COMPLETED SURVEY FORM

HM
133
.S45
1981

Shaw, Marvin E.
Group dynamics : the psychology of small group behavior / Marvin E. Shaw. -- 3d ed. -- New York : McGraw-Hill, c1981.
xvii, 531 p. : ill. ; 24 cm. -- (McGraw-Hill series in psychology)

Includes indexes.
Bibliography: p. 458-508.
ISBN 0-07-056504-X : $21.00 (est.)
c.1 02/06/81 C

1. Small groups. 2. Sociometry. I. Title.

MN SL L000041 | 810206 AK /AK | CoFS A* 80-14375 | 21493448

NOS _____ Checked out _____ Marking problem _____

Country: (USA) ENG FRN GER _____ Publication date 1981

Monograph ✓ Volumes ____ Periodical ____

Date of last check out 5/87 # of check outs 35

# of check outs during last 10 years 35

PH: Acid free ____ Some acid content ✓ High acid content ____

Brittle paper: Does not break ✓ Breaks in 2 / 4 folds ____

Binding: Hardcover - original binding ✓ rebound ____

Paper cover ____ Multibound,pinned,etc. ____

Spiral ____ Loose leaf ____ Pamphlet binding ____

Intact ✓ Not intact: Damaged cover - spine - hinges

Pages: Intact ✓ Not intact _____

Damage - Mutilation: Cut ___ Torn ___ Underlined/written on ✓

Scotch tape ___ Food/drink ___

Damage - Environmental: Fading ___ Yellowing ___ Foxing ___

Mold/mildew ___ Water ___ Insects ___

Burns ___

Treatment/Repairs made _____

Treatment/Repairs needed _____

BEST COPY AVAILABLE

THE *AMERICAN MEMORY* PROTOTYPE: ASSESSING A NEW LIBRARY TOOL

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This article reports conclusions of some previous use studies on the Library of Congress American Memory *Prototype, at the middle and high school level, and their recommendations. Preliminary conclusions are also discussed from a user study carried out in the History/Religion Reference Department of Brigham Young University's Harold B. Lee Library, Provo, Utah. Results thus far show very favorable responses to the prototype but make some suggestions for improvement. Apparent higher user satisfaction and user friendliness is noted at the university level, but printed guides to usage are still needed. Also, added collections are requested and improved program security are needed for the librarian's peace of mind.*

I think that most librarians can relate to the problems which are inherent in the new technologies. It is like the old adage, revised for computers and programs, which would say "You can't live with them, and you can't live without them!" Recently I've had a discussion with one of my colleagues about the increasing problems we are experiencing: which computer software company is reliable, which database has the best search features, is the product similar in operation to something we already understand or is it going to require more extensive training, and do we really have a choice if we feel the need for the data? Will the company stay in business long enough to provide service when it breaks down? In order to evaluate all these systems we are attempting to become technicians as well as librarians. Unfortunately, most of us are not that versatile in our backgrounds and training, but we try to learn as we go. We are spending so much of our time considering the many programs and databases that exist, or are

about to exist, or just ceased to exist, that we begin to wonder what else we'll be able to accomplish in this lifetime.

What is the reason we go through all this grief and uncertainty? It is because we are breaking into a new age, an age of intense information accessibility, and we are trying to help our patrons keep up. Because of the problems inherent in providing more and more computerized databases, it is a relief when we come upon a system which at least *seems* to provide greater user friendliness. What I want to describe to you is a new, and I believe very useful computer database retrieval system, developed by the United States Library of Congress. The name of this system is *American Memory*.

EARLIER STUDIES OF AMERICAN MEMORY

The *American Memory* prototype took shape in the fall of 1988. It was begun as an attempt to share the vast collections, especially historical photographs and other visual resources, of our country's national library with the greater public. The Library of Congress is not the first institution to delve into the hypercard/interactive video technology used for *American Memory*. The Smithsonian Institution, the National Gallery of Art, the National Air and Space Museum, the National Agriculture Library, the National Archives, the British Museum have all been experimenting with these systems. The United States Department of Agriculture (USDA) has added to access photographs using an "expandable synonym-based thesaurus." Entering a search for 'stream' will automatically look for that word plus 'brook,' 'creek,' and other related words to locate pictures and/or text. Their thesaurus allows fast searches with multiple subjects. Similar systems are now being tried by the National Gallery of Art, the Smithsonian, the Library of Congress and the British Library (Chobot 1990; *The Economist* 1985; Fusonie 1990, 4–8; Kelly 1988, 357; Myers 1990, 4; *New Scientist* 1986, 27; Norris 1990, 1–3; Perlin 1990, 8–10; Wallace 1990, 10).

Several questions have been uppermost in the minds of those in charge of the *American Memory* project. Will the system be used, who (both as to age and occupational groups) will

use it, and how? Also, will it help teachers, will it be considered easy to use, are there any problems, and are people scared of or delighted with the technology? Additionally it was hoped suggestions would be received for additional materials to be added, plus comments on the best and least liked features, or other needed changes.

There are apparently several stages of evaluation involved in the history of the prototype testing. I have read the "Final Report of a Formative Evaluation of the *American Memory* Prototype (Versions 1.0 and 2.0)" prepared by Mary C. Chobot and Associates of Virginia (Chobot 1990) where at least one middle school and two high schools evaluated the system. The report stated that *American Memory* was well received at all three sites in the study and, in spite of their time constraints and limitations of content, "instructional value of *American Memory* to middle school and high school students was demonstrated" (Chobot 1990, 71). Some concerns expressed in those conclusions were: the high cost and nonportability of the hardware, and the perceived need for additional written documentation. The user interface of the system was considered generally user friendly, especially for previous Macintosh computer users, but others needed prompting to get started in the right direction and some help from librarians in narrowing search strategies. Although the power and good user interface of the system is recognized, conclusions were that consideration be given to adding more aids or helps to the software (Chobot 1990, 71–75).

BRIGHAM YOUNG UNIVERSITY'S ROLE

The Harold B. Lee Library (HBLL) at Brigham Young University (BYU) in Provo, Utah agreed to participate as a test site for the *American Memory* prototype beginning in the fall of 1990. When we entered into this agreement I don't believe there were any other University level participants in the study. It was our good fortune that we could provide access to the hardware needed for this software to run. Our library has made a commitment to the integration of technology whenever possible, and we all felt that this system offered some interesting and useful possibilities. If this system proved its worth, it could help us solve some

of our own challenges in the improved access of archival materials. We turned in our first report of questionnaire results in April of this year (1991) and we thought it might be useful to share some of the results of our study (Overstreet 1991).

I am not sure which version of the system we were evaluating because it is not shown on the screen, but I can tell you what materials were included in the database for this first stage of our evaluation. Basically the collections we could access were: 1) Detroit Publishing Company Collection, approximately 25,000 pictures of the United States and other nations photographed in the late 1800s through the 1920s, primarily by William Henry Jackson; 2) U.S. Farm Security Administration Slide and Transparency Collection, about 650 color photographs covering the U.S. Dust Bowl and Great Depression; 3) U.S. Office of War Information Color Slide and Transparency Collection, 950 images of U.S. and Puerto Rican life and culture for the same period as above; 4) U.S. Congress in American Political Prints and Drawings, 1770–1981, 500 black-and-white political cartoons. There are plans to add material from Books and Pamphlets, Manuscripts and Broadsides, Printed Music, Recorded Sound, even Motion Pictures and Video, in addition to the Photographs and Graphic Arts already included.

The available collections may be searched using subject words and Boolean logic. There are several interactive computer screens, or windows with boxes, which lead the searcher through the necessary steps to do a search and print out the results. The screens start by presenting the actual floorplan of the Library of Congress and then takes you to the appropriate department to accomplish your goal. By using a mouse, or typing, available subjects may be found by typing words in the search boxes or by choosing a letter from the alphabet printed across the top of the screen. When a letter is chosen, a list of available subjects and the number of reports for each will appear for that portion of the alphabet. Appropriate selections can then be made from the list, again with the mouse. The computer screen provides a descriptive text while the television monitor shows color, or black-and-white, photographs. Any computer-accessible item may be printed on the accompanying laser

printer (black-and-white only, thus far). The equipment we use to access all this is a Macintosh IIx hard disk (80 megabyte) computer, a color television monitor, a CD–Rom driver with videodisc player, and an attached Apple laser printer.

BYU RESEARCH METHOD

Objectives of this study were to determine user perceptions of satisfaction and ease of use for patrons of the *American Memory* Prototype during the year 1991 at BYU.

Beth Sandore at the University of Illinois, Urbana-Champaign, did a study dealing with surveys of user satisfaction. She found about 60% of the patrons in her study expressed satisfaction with their search results. From that study it seemed apparent that evaluating patron satisfaction can be very tricky because of the arbitrary methods which patrons use in determining their own satisfaction. Visceral need seems to best describe satisfaction for many. Sandore's study was done with a phone follow-up survey of 200 patrons, a step which we couldn't provide even if we had had 200 patron responses (Sandore 1990, 33–5, 41, 50–1).

We had additional questions asking for comments and feature preferences. The questionnaire we used was supplied by the Library of Congress and modified some by us (see Appendix I). There were two trial runs using workers and administrators of the HBLL before we developed the questionnaire that was used. The forms were placed at the computer terminal in early February 1991. Normal desk hours and computer availability are between 8 AM and 10 PM Monday through Thursday of each week, 8 AM and 6 PM Fridays and Saturdays, the computer is turned off at other times. *American Memory* is currently housed at the History/Religion Reference Desk on the fourth floor of the HBLL. Our study design was to assess user friendliness, and then user's perceptions of satisfaction with the prototype. To compare variance in usage there needed to at least be simple counts of patron ages, occupations, and history of computer use. The Likert Scale of perceived ease and usefulness was then cross-tabulated to these factors. Additionally, simple questions of satisfaction, further suggestions, and usefulness of our BASIC GUIDE TO USAGE for each patron were

included (see Appendix II). A two-tier desk tray was provided next to the computer putting blank questionnaires in the top and completed ones in the bottom, which were then collected every day. The BASIC GUIDE... was taped on the desk next to the computer keyboard. A sign was prominently displayed over the keyboard asking users to please fill out questionnaires if they could and deposit them in the bottom tray. At the top of each questionnaire there was a brief explanation of the project and what to do on the form.

POPULATION

Our study population were patrons of the HBLL fourth floor, specifically those that come by the computer location. This population usually consists of BYU students of varying ages, but also many high school students and other members of the community who come to this floor to do genealogical research. There would also be other librarians and some of the BYU teaching faculty.

Preliminary results of the BYU survey of *American Memory* (*AM*) user questionnaires provide some interesting information. Of 61 forms taken, 11 were never returned to us, leaving a total of 50 questionnaires with which to run the preliminary SPSS crosstabs evaluation. From observation it is suspected that the figures shown in this report are probably only 30-40% of the actual number of patrons that used the system. Obviously, many patrons did not wish to fill out the questionnaire, or they had no time. Although it is probable that there were return users, observation shows that most would only fill out a questionnaire once, and then only on the first use.

There were 23 variables which could be operationalized for evaluation with the SPSS statistical program. Some questions which could not be quantified were simply given totals with the attendant comments for each.

PRELIMINARY SURVEY CONCLUSIONS

We will be continuing this study at least one more year for the Library of Congress. We need more than fifty questionnaires to obtain very useful results, but from what we have seen thus far, things look pretty favorable. Of course, much of the data presented will represent the majority population, college students in the 21–30 age group, and they will probably have more computer experience as well. We recognize this, but that is why we are testing it at BYU--to find out how a college crowd will like the system: any other participant observations are gravy.

Of the total of age and occupation groups we surveyed, 61.9% **strongly agreed** that *AM* was enjoyable to use while 31% **simply agreed**. 23.1% **strongly agreed**, while 56.4% **simply agreed** that the system was easy to use. Of the two main age groups (15–20 and 21–30) participating in the survey, only one or two in each expressed any real problem with using the system. 84% of those surveyed felt either strongly or generally that they **needed no assistance** to use the system. 84.7% felt either strongly or generally that it was **a useful research tool**. Most of the remaining comments fell in the no opinion category with few, if any, falling in the general "disagreement" or "strong disagreement" category. The breakdown of these results is as follows.

User Enjoyment

Of the 84% (42 of 50) respondents who answered the Likert Scale question of user enjoyment, 61.9% expressed **strong agreement** of user enjoyment, with 15.8% in the 15-20 age group and 65.4% in the 21-30 age group. Of those expressing **simple agreement** of user enjoyment, there were 31% total. Those expressing no opinion in this category equaled 7.1%. Our only respondent in the 61+ age group expressed mostly favorable remarks. The expression "little" or "no" enjoyment with using *American Memory* was not used at all.

Successful Searches Without Assistance

Of the 38 people responding to the Likert Scale category of "Successful Search without Assistance," 23.7% found **great success**, while 60.5% found at least **moderate success**, 7.9% had **no opinion**, 5.3% **disagreed** and 2.6% **strongly disagreed** that they could search successfully without assistance. I believe that some of the results here may be attributed to the relatively few categories of subjects presently available on the system.

Ease of Use

When looking at the responses (39) to the Likert Scale category "easy to use," we find an almost direct correlation to the unassisted searches with success figures, 21.3% expressing **strong agreement** for ease of use, 56.4% expressing **simple agreement** or relative ease, 10.3% with **no opinion**, and 10.3% total in **disagreeing** on the ease of use. Because of the already noted population bias favoring college students, it would be no surprise to find that an overwhelming number of college students found *American Memory* preferable over print materials and, of course, most of these were also regular computer users.

A Basic Guide to Usage Still Helpful

In light of the apparent support for the system and its ease of use, it is interesting to note that of **regular computer users**, 66.7% found **strong agreement** for the *Basic Guide to Usage* being very helpful, while 33.3% **simply agreed**, 45.5% said it was of some help. On the other hand, of those who thought the *Basic Guide...* was not needed or of any use we see: 69.2% **strongly agreed** that it wasn't needed or useful, while 30.0% **simply agreed** they didn't need it. There were only two respondents to the "rare user of computers" category; one said the Basic Guide was "very useful," the other said it was "some help." There were no responses for the guide being of totally no help.

These kind of responses were fairly anticipated and seemed to bear out the observations by our staff. Most participants **liked the system** and found it **pretty easy to use**. We

were very seldom asked for instruction or help in how to get into the system or how to do searches. Of course, we were somewhat skeptical that a librarian level of satisfaction would be achieved, but that is why we are testing. If we want to strengthen the ease of search results given above to nearly equal the number achieving **perceived great success** in the search, we will need to add more subjects and improved search aids and handouts.

In conclusion, let me mention a few things our staff has noticed about the system. There were a few problem features of the system for the librarians and patrons as well. The system can be crashed too easily and it is too simple for patrons to get into the programming software which tends to lock up everything. We found the Boolean search modes not flexible enough for our needs, and not explained very well for most patrons. More serious researchers, such as one of our archivists searching a large photographic collection over a period of days, encountered the inconvenience of not being able to leap right to the number where s/he had left off before, necessitating an immense amount of time to allow the system to move forward until someone recognized the previous stopping point (Overstreet 1991, 13-26).

American Memory truly will be a useful item in the toolbox of researchers and librarians, novices and old pros alike. We will be able to relive many of the great events of our nation's history in ways that were never before possible. The lessons of the past will surely be retaught utilizing the technology of the future. As librarians we must do what we can to try and keep up with the technology in spite of the myriad of problems it presents. The fast pace that our society has assumed makes it mandatory to provide information quickly when possible. The advantage to librarians of a system like *American Memory* is that it appears to provide much information and, except for a few noted and correctable problems, requires very little librarian assistance. Of course, librarians may never be satisfied with the results the patrons get, but perhaps we ought to put up signs that say "If you are not totally satisfied with the results of your search, PLEASE talk to one of our helpful librarians." Meanwhile for those of you who may be struggling with how to make your own archives more accessible to the

general populace, while preserving the originals safely, I recommend that you look into interactive videodisc technology as we are.

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APPENDIX I

Today's date_____ BYU-_____

LIBRARY OF CONGRESS

AMERICAN MEMORY

USER QUESTIONNAIRE

Brigham Young University is a test site for the Library of Congress. We are eager to have your comments and suggestions to help us refine and improve American Memory. Please take a few minutes to answer the questions below. Your answers will be forwarded to the Library of Congress to help them improve this research tool. **When you are finished please deposit this form in the bottom tray**. Thank you very much.

1. Please check your **age** group below.
   _Under 15(1) _15-20(2) _21-30(3) _31-40(4) _41-50(5) _51-60(6) _61+(7)

2. Please check your most appropriate group below.
   __Student(1) __Teacher(2) __Librarian(3)
   __Genealogist(4) __Other(5)Please describe._____.

3. **If you checked student, or teacher,** please check the most appropriate space below.
   __Grades 1-6(1) __Grades 7-9(2) __Grades 10-12(3)
   __College/University(4) __Other(5)Please describe._____.

4. Please check number of times you have used American Memory, including today.
   __0(1) __1-5(2) __6-10(3) __11-15(4) __16+(5)

5. Please check **all** purposes you had in mind for using American Memory?
   __Browsing to see what was on the computer.(1)
   __Interested in the technology.(2)
   __Looking at political cartoons/drawings.(3)
   __Searching by specific topic.(4)
   __Looking at the prepared exhibits.(5)
   __Curious.(6)
   __Research.(7) Please describe._____
   _____.
   __Assignment.(8) Please describe._____
   _____.
   __Other.(9) Please describe._____
   _____

6. What is the feature about American Memory that you like the best?_____
   _____.

7. What is the feature about American Memory that you like the least?_____

PLEASE SEE THE REVERSE SIDE AS WELL

8. Using the number scale below, please place the appropriate numbers in the spaces.

5 = I Strongly agree with this statement.
4 = I agree with this statement.
3 = I have no opinion regarding this statement.
2 = I disagree with this statement.
1 = I Strongly disagree with this statement.
N/A = There is nothing applicable.

__I enjoy using American Memory.(1)
__I find American Memory easy to use.(2)
__I am able to search American Memory and find what I need without assistance.(3)
__American Memory is a useful research tool.(4)

9. Would you choose American Memory over searching for print materials and photographs? (Please check the appropriate box.)
__Yes(1) __No(2) __Unsure(3)

10. Please check one of the following.
__I use a computer regularly(1) __I rarely use a computer(2)
__I have never used a computer before(3)

11. If you are using a computer fairly often, or own a computer, please check which type it is.
__IBM (or compatible)(1) __Apple (McIntosh,etc.)(2) __Other(3)_____ __Not Applicable(4)

12. What other types of records would you like to see added?
_____
_____.

13. If American Memory has been useful to you, please briefly explain how.
_____
_____.

14. Did you find the printed BASIC GUIDE TO USAGE helpful, Please check one.
__Yes, very(1) __Some(2) __Not at all(3)
Do you have any suggestions which might improve the BASIC GUIDE?_____
_____.

15. Do you have any other comments?_____

Thank you very much for your time and input to this experimental project.

APPENDIX II

Rev 2/1/91

WELCOME TO AMERICAN MEMORY

BASIC GUIDE TO USAGE

If the **television shows a running presentation** simply click the mouse. If the **computer screen has a square with R.Rm. in the lower left**, put the mouse arrow on that square and click once. You are in the **READING ROOM** where you may **select** one of the **Boldly printed collections**, or **ALL COLLECTIONS**.

SELECTING A COLLECTION:

Selecting a particular collection, such as **PHOTOGRAPHS**, will provide a brief table of contents. Enter a sub-collection by placing the mouse arrow on the item and clicking once. Selecting **ALL COLLECTIONS** takes one to a search screen to begin a search.

OPTIONS AT THE SEARCH SCREEN:

1) You may put the mouse arrow on a letter of the alphabet and click once. This will provide you with the index of available subject words within your selected collection. The quantity of items with that subject word will be given to the left of each item. You may put the mouse arrow on any of those items and click once. The word will be placed in the top left blank box.
2) Or, move the mouse arrow to the top left blank box and type your word, or combination of several words.

BEGINNING THE ACTUAL SEARCH:

You have only chosen what to search, **TO DO THE SEARCH** you will need to bring the mouse arrow down to the **FIND** box, bottom center of the screen, click the mouse once. You will be given a small **PLEASE WAIT** while it searches. The results or, number of **HITS**, are displayed in a small rectangle, right under the bottom large empty box.

VIEWING YOUR SEARCH RESULTS:

Place the mouse arrow on the rectangle that says **FIRST CARD** and click once. At the bottom of the screen several command choices will be displayed. The choices displayed are **PREV** for the previous card, **NEXT** for the next card, **FIRST** will take you back to the very first card, **FAST** lets you have the machine methodically take you through your selections until you click the mouse to stop. **LAST** will take you to the very last card in your group of selections.

REVISING YOUR SEARCH:

TO DO A DIFFERENT SEARCH, simply put the arrow on **SEARCH** and click once. If you still want to use the previous word, but with another, type or select another with that one instead of erasing it. You may put the arrow on **ERASE** and click once and it will erase your previous word from the box.

PRINTING YOUR SEARCH RESULTS:

We cannot download to a disk, however **you can print anything** (but only in black and white) on the attached laser printer. Simple choose **PRINT** at the bottom of the search screen, choose either to print just the **picture**, just the description **card**, or **both**, then click on the **OK**.

EXITING THE COMPUTER:

If you are finished and want to quit, you can put the arrow on **R.Rm.** and click once and choose **Main** when you are back in the reading room.

AN EXPLORATION OF VANDALISM/FOOD/DRINK ISSUES IN ACADEMIC LIBRARIES

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The consumption and misuse of food and drink, and recurring vandalism are problems faced by all academic libraries. To better understand the extent and seriousness of these problems, as well as to identify possible solutions, the authors 1) review existing literature relating to the issues; 2) report on successes and failures of a campaign to address these concerns at South Dakota State University's H.M. Briggs Library; and 3) share the results of a survey administered to 115 variously sized academic libraries in a five-state region. This survey addressed the degree to which these issues are considered problems, how many and what kinds of policies exist, and what remedial steps libraries have taken in response. In addition, psychological obstacles to the enforcement of policies are explored.

"THERE ARE NACHO CHIPS ON PAGE 372. Someone brought them into the library. He's gone now but they're still here. Getting greasespots on the page. Calling bugs. And what bugs do to books isn't nice. It costs a lot of money to control insects and replace damaged books."

– H.M. Briggs Library Campaign Poster

In an era where periodical prices are increasing rapidly, spending part of the budget to replace missing pages and materials damaged by food and drink is unwelcome. At South Dakota State University's H.M. Briggs Library, nacho eaters and vandalizing users destroyed an estimated 592 pages between July 1986 and June 1987. Library staff determined the cost of

replacing just one of those pages involved two departments and up to seven staff members. The cost: between $8-10 in staff time, postage, photocopying and rebinding for just one page. In total, the library incurred $5,238 in costs to replace 592 pages in 1986-87-- 1% of the entire year's serials budget. That expense loomed larger with periodical subscription costs rising at nearly 10% each year.

During the same period, food and drink consumption increased in the library. Custodial staff reported greater numbers of pop cans, candy wrappers and sunflower seed shells left on tables and in trash cans each evening. On occasion, the library looked more like the aftermath of a party than a place for study and research.

Faced with a growing problem, Briggs library staff formed a task force and established four goals: 1) decrease mutilation of library materials; 2) decrease food and drink consumption in the library; 3) increase library visibility on campus; and 4) increase awareness of library services. By pairing the issues, the committee did not mean to imply that those who violate food/drink regulations also mutilate or steal. Yet librarians perceived a commonality; ultimately, both actions eroded the protection and conservation of library resources and made materials unavailable for others.

LITERATURE ON FOOD/DRINK AND VANDALISM PROBLEMS

A literature search revealed numerous articles published about mutilation and book theft, but only brief news items on food and drink campaigns. Published articles fell into three basic categories: program descriptions, survey reports, and "new approaches."

Program descriptions made up the bulk of published material, outlining how to conduct a public relations campaign to promote care of library materials. Jon Eldridge described award-winning programs at North Texas State University and Northern Illinois University (Eldridge 1987). Elizabeth Gates Kesler at the University of Rhode Island presented a step-by-step model for a public relations campaign (Kesler 1977). Using a different approach, Caroll Varner attempted to describe the types of persons who mutilate/steal library materials.

He categorized mutilators: casual, frustrated, pressured and orcish, borrowing the latter from a character in J. R. R. Tolkien's *Lord of the Rings* (Varner 1983).

A second type of article used surveys as a research base. Among the earliest of these studies, Marjorie E. Murfin and Clyde Hendrick at Kent State University surveyed undergraduate students, and discovered a relationship between student attitudes toward the library and mutilation. They postulated that if a student had negative views about the library, s/he more likely mutilated library materials. These two scholars suggested photocopying machines, placed conveniently, with easy instructions to help alleviate vandalism. They also recommended educational campaigns to alert students to the high cost of replacing missing pages/materials (Murfin and Hendrick 1974).

Murfin and Hendrick followed up their initial study by asking students why they mutilated library materials. The second study revealed surprising remarks. When asked if he would be more likely to tear pages out of a current issue or a bound volume, one student answered, "A current one because it goes out of date and isn't useful anymore" (Murfin and Hendrick 1975, 9). Another student responded to a possible penalty sign of $500 or 30 days in jail by saying, "I'd probably just ignore it, I guess. It just seems too steep – unrealistic. I can't really relate it to me. I can't believe they'd really do that to me just for tearing out a few pages" (Murfin & Hendrick 1975, 12).

In 1978, Dana Weiss attempted to duplicate the Murfin and Hendrick study. Her results suggested that Murfin and Hendrick's correlation between attitudes toward the library and mutilation was invalid. She found that perceived or real academic pressures, not attitudes toward library service, most frequently drove even good students to mutilate materials (Weiss 1981). G.H Souter reached the same conclusion in 1976 (Souter 1976).

In the spring of 1988, Terri L. Pedersen surveyed students at Emporia State University and also concluded that students who mutilated were not usually angry or upset with the library. Pedersen recommended increasing public awareness of high page replacement costs

and stiffening penalties for vandalism (Pederson 1990). Using both remedies presents an awkward dichotomy for librarians.

Loss of library materials impacts staff as well as students. James H. Richards queried librarians about book theft policies in 1979 and found a norm of widespread dissatisfaction and helplessness. He suggested librarians educate their constituency about the high price of book theft to minimize these feelings (Richards 1979).

The accuracy of data and the efficacy of education programs continue as debatable issues. Ann Birney and Sara Williams at Kansas State University and Thomas Atwood and Carol Wall at Youngstown State University are evidence of the ongoing discourse (Birney and Williams 1985; Atwood and Wall 1990).

THE TASK FORCE CAMPAIGN PLAN

SDSU's library vandalism task force, likewise, found no easy answers in published literature and no "quick fixes" in suggested remedies. Left to try a variety of unproven tactics, members drafted a list of action steps and implemented them in January 1987. These included policy formation, efforts to educate both students and faculty, and enforcement.

Because H.M. Briggs Library had no written statement concerning food/drink/mutilation, writing such a policy became the first task. Task force members met with Student Affairs representatives and other members of the library staff, reviewed existing laws, then drafted a proposed policy which the University Library Committee endorsed. SDSU's campus weekly, the *Collegian*, published the policy and library staff posted it at the building's entrance.

Enlisting the assistance of a graphics designer, the task force created eight posters which addressed the high cost of mutilation and the destructive nature of insects drawn by food and drink residue. The library printed two designs at a time and placed them throughout the building (Appendix I).

Staff support for the policy was initially good. Reference librarians stressed the policy in their bibliographic instruction classes. All staff agreed to inform users of the "no food/drink" policy when they observed someone eating or drinking.

Concurrently, the library increased general publicity. Articles appeared in the *Collegian* explaining the library's new emphasis; staff highlighted other library services--a recently installed microcomputer lab, for example. The library began publishing a newsletter and addressed the food/drink/vandalism problem in one of its first issues.

As the campaign continued, task force members became discouraged. Clever posters apparently caught the attention of only a few conscientious students. No one had truly tested the written policy and staff had tired of confronting patrons who violated the policy. Perhaps student awareness of vandalism's costs increased, but the number of mutilated journals and books did not decrease. Better library visibility through the newsletter seemed to be the only positive accomplishment.

THE SURVEY OF OTHER LIBRARIES

Reappraising its efforts, the special task force returned to Birney and Williams' frustration with a lack of relevant literature/data and determined to administer its own survey. Three issues needed answers: 1) to what degree did academic libraries <u>really</u> consider vandalism/food/drink as problems; 2) how many and what kind of policies existed; 3) what specific steps had libraries taken in response to perceived problems?

One-hundred and fifteen surveys went to various sized academic libraries in a five-state region--Minnesota, Wisconsin, Iowa, North Dakota, and South Dakota. Ninety–nine libraries (86%) returned the forms. On the whole, library directors and public service librarians responded for their institutions. The return rate and respondent comments indicated a high degree of interest. Demographically, 74 of the responding libraries served student populations under 5,000; 10 served 5,000 to 10,000; and 13 served populations over 10,000. These groupings corresponded proportionally with academic library sizes for the region.

Survey questions dealt with both issues: food/drink and mutilation of library materials. Four questions addressed food/drink: Do you consider the use of food and drink to be a problem in your library? What is your food and drink policy for library users? If you consider food and drink to be a problem, have you taken specific steps to combat it? What steps? Four questions pertained to vandalism: Do you consider vandalism to be a problem in your library? What forms of vandalism do you encounter most? If you consider vandalism to be a problem, have you taken specific steps to combat it? What steps? The survey asked that libraries attach written policies on each issue, if available.

SURVEY RESULTS

Food/drink: The seriousness of this problem escalated with student population size. Twelve percent of the small libraries considered it a serious problem, while 54% of the largest libraries did so. In fact, all thirteen libraries serving student populations over 10,000, experienced food/drink problems. Yet overall, the majority of libraries surveyed (64%) had only minor food/drink problems (Appendix II).

With regard to library policies, the questionnaire asked if food/drink was not allowed in the library, allowed in a restricted area, allowed in all areas, and other. Sixty–two percent of the libraries surveyed did not allow food/drink in the library. Seventeen percent confined consumption to specific locales. Surprisingly, 12% allowed food/drink throughout the building. One percent of the respondents, one library, indicated their policy permitted drink, but not food in the library. In libraries that permitted food and drink, 58% said the policy caused no problem; 33% had only minor difficulties (Appendix III).

Vandalism: In this area too, the perceived seriousness of the problem increased with the size of the student population. Yet, the majority of libraries surveyed, serving all sizes of student population, considered vandalism to be an overwhelmingly minor problem. When comparing vandalism with food/drink, more libraries considered the food/drink issue more serious (Appendix IV).

Missing pages in journals and books constituted the most noted and serious type of vandalism for 77% of the responding libraries. In descending order, libraries then encountered materials stolen (49%); furniture/property damaged (24%); and materials defaced (19%). Other vandalism which libraries recorded made up the remaining 3%: stolen personal property, chewing tobacco spit into ventilator shafts, and equipment vandalism (Appendix V).

Response to Problem: Not all libraries had addressed these two problems with action. Nearly 20% of the respondents to the survey chose not to answer this question and perhaps had taken action on neither issue. Of the libraries completing this portion of the questionnaire, 68% had taken steps to combat food/drink problems and only 51% had attempted to curb vandalism (Appendix VI).

Most policies were vague and difficult to implement due to lack of accompanying procedural guidelines. In hindsight, H.M. Briggs Library's food/drink policy suffered from this same weakness. It read, "Failure to comply after one verbal warning will result in immediate removal from the library and the library will file a Report of Incident with the University Judicial System." It did not specify who was to give the warning – librarians, staff, student assistants; nor what tone and tenor the warning would take – a polite educational effort or confiscation of beverage cans in mid–sip; nor how a violator would be "removed," and a Report of Incident filed. Only a few libraries surveyed created specific staff guidelines that addressed such details. In order for policies to be more than paper threats, librarians must clearly define these procedures for themselves, clarify this stance to the broader academic community, and be firm in implementing them.

A few responses to the survey's food/drink portion revealed some creative attempts to curb the problem. One library had a student government representative, bedecked as "the dreaded pop monster" in a lizard costume, hand out warnings and fine notices. Some larger libraries paid students to monitor food/drink consumption, with elaborate systems of written warnings.

Survey Conclusions: Librarians considered food/drink to be a more serious problem than vandalism. This seems curious in light of the fact that drinking a can of pop or eating sunflower seeds while reading does not necessarily damage anything. While food/drink and vandalism may both cost a library money, the former is usually overt and accidental, the latter both covert and deliberate.

Even though the food/drink issue ranked higher in seriousness, it is significant that 30% of the respondents allowed food or drink somewhere in the library. How much damage actually occurs because of food and drink, or do librarians just presume it is destructive? Larger libraries perceive pop cans and candy wrappers as formidable problems; smaller libraries seem not to be as concerned. The sheer volume of patron traffic, and trash generated, must contribute to this difference in concern, so perhaps the real issue is the presence of unsightly litter, not the damage food/drink cause to materials.

Disturbingly, the survey indicated that librarians are not as concerned with, nor have they taken as many steps to combat mutilation of library materials. Given the high cost of replacing damaged materials and often static or decreasing library budgets, this seems curious. In G.H. Souter's article about vandalism in British libraries, a librarian commented: "Other problems don't horrify us so much as mutilation, which is the worst thing spiritually to a librarian" (Souter 1976, 99). Although most librarians may not ponder the spirituality of library material mutilation, many recognize that such action undermines the use of professional tools and by extension, reflects on the professional self. Violators of libraries violate librarianship. Yet library school education often ignores such issues, teaching professionals instead to be trusty and trusting public servants.

Library vandals are a rather nebulous foe. Souter's study indicated that those who mutilate or steal materials usually feel antagonism toward neither the library nor the library staff. They are not anti-library, but simply pro-self, interested more in personal rather than common good. Violators admit they plan vandalism in advance, and suffer no fear of being caught--a situation bolstered, no doubt, by the fact that they seldom are.

Although Murfin and Hendrick published results of rather enlightening interviews with violators themselves, scholars have taken only initial steps to research more fully both the psychological and physical conditions that spawn this behavior, and to elucidate which preventative measures are most effective (Murfin and Hendrick 1975; Birney 1985; Lincoln 1989). Few colleagues disagree on the need for more study, and yet the cost of vandalism mandates immediate action beyond an abundance of low-cost, high-quality photocopiers.

The food/drink dilemma, unlike covert actions of vandals, represents a more obvious problem. Violators, or the aftermath of their litter are often very noticeable. Part of the underlying dilemma which keeps librarians passive springs from a personal desire to avoid confrontation. Most people dislike both confronting and being confronted. But part of the dilemma is also an obvious double standard: once checked out, a book may be read at home amid any amount of food and beverage. Other components which mediate against enforcing food and drink policies are persistence and perspective. Like anyone, librarians tire of playing "traffic cop" over and over again. At the same time, most people enter the profession to encourage library use. Chastising users seems to discourage the very thing librarians work so hard to achieve. Given this dilemma, how does a library implement reasonable guidelines?

Public service librarians are put in particularly awkward positions as rule enforcers. They aim for approachability and visibility, striving to encourage the timid and wary among student populations to feel comfortable enough to ask for help. This process of gaining student trust is precarious enough without an additional burden of having these same students see librarians as disciplinarians.

Food/drink consumption and vandalism share common ground as issues which impact the use of library materials. The most prevalent approach, education of library users, does not work. A parallel alternative, catching violators and making examples of them, does not work well either. Most librarians are reluctant to damage public opinion and trust, and quickly tire of duties as "study hall monitors."

The third alternative--posting signs and hoping the problem will stay at a manageable level---appears to be the most practical and the one with which librarians feel most comfortable. This response is educational, calling attention to the fact that intentional and unintentional vandalism detracts from the availability of materials and strains already limited budgets. The publicity alternative takes solace in a realization that damage could be worse and gratification that students are in the library at all. That is the solution H.M. Briggs Library has adopted by default. Pragmatism and philosophy may make the best solution.

Personally, and as library professionals we may continue to feel a sense of outrage when students leave sunflower seeds all over a study table, or tear fifteen pages from a bound volume of *Educational Leadership*. As public agencies, academic libraries tolerate misuse of material, perhaps in the fear that more restrictive policies or actions would produce the ultimate anathema--no use at all. We like to believe somebody actually read page 372 as they ate their nacho chips.

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APPENDIX I

$8.00 to $10.00 a page.

That's what it costs to replace mutilated library materials. When they *can* be replaced. Often books and periodicals are out of print. And if you mutilate library materials, you'll pay a stiff fine.

It's expensive for all of us.

PLEASE. RESPECT YOUR LIBRARY. DON'T DAMAGE BOOKS.

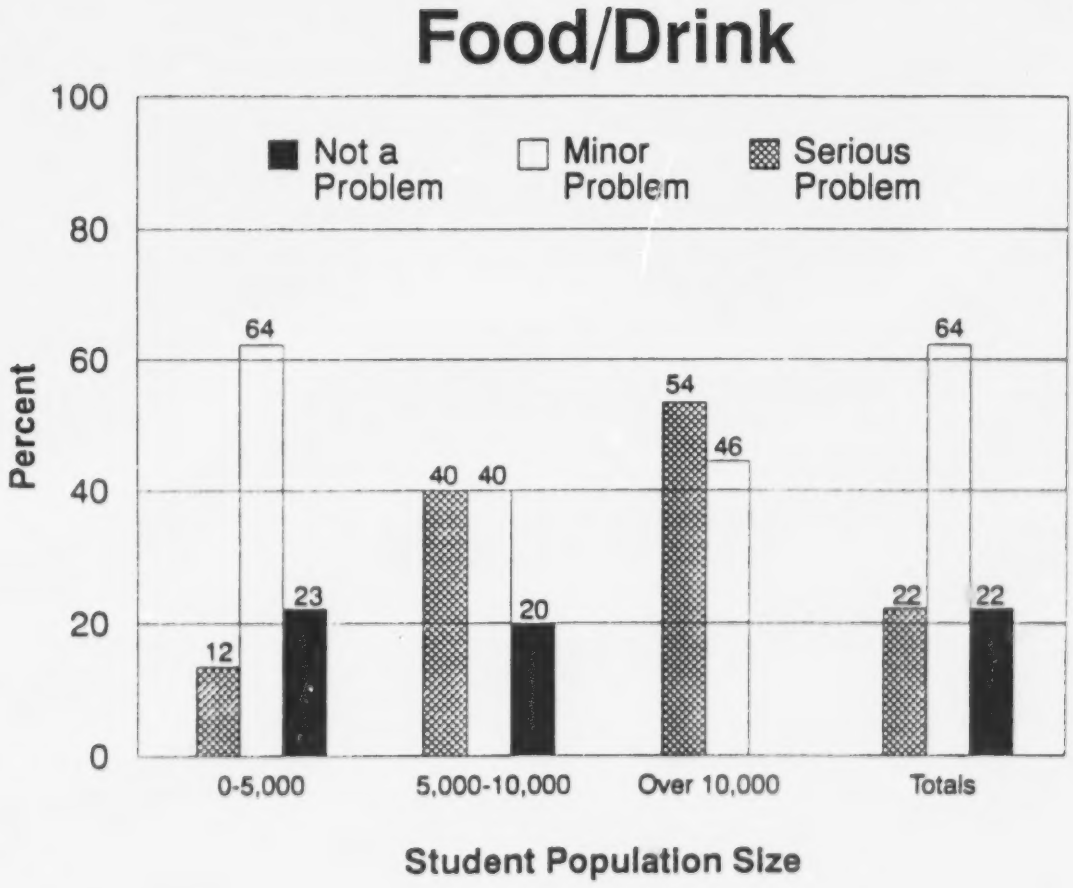
There are nacho chips on page 372.

Someone brought them into the library. He's gone but they're still here. Getting greasespots on the page. Calling bugs.

And what bugs do to books isn't nice. It costs a lot of money to control insects and replace damaged books.

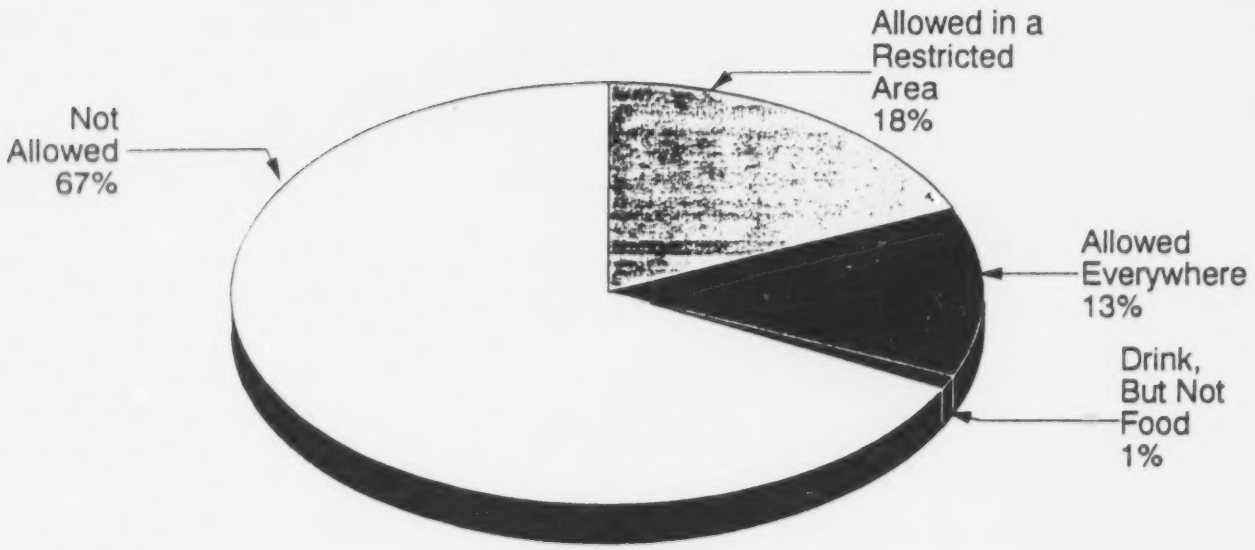
PLEASE. RESPECT YOUR LIBRARY. NO FOOD OR DRINKS.

APPENDIX II


Food/Drink
100
80
60
40
20
0
Percent
Not a Problem
Minor Problem
Serious Problem
64
23
12
40
40
20
54
46
22
64
22
0-5,000
5,000-10,000
Over 10,000
Totals
Student Population Size

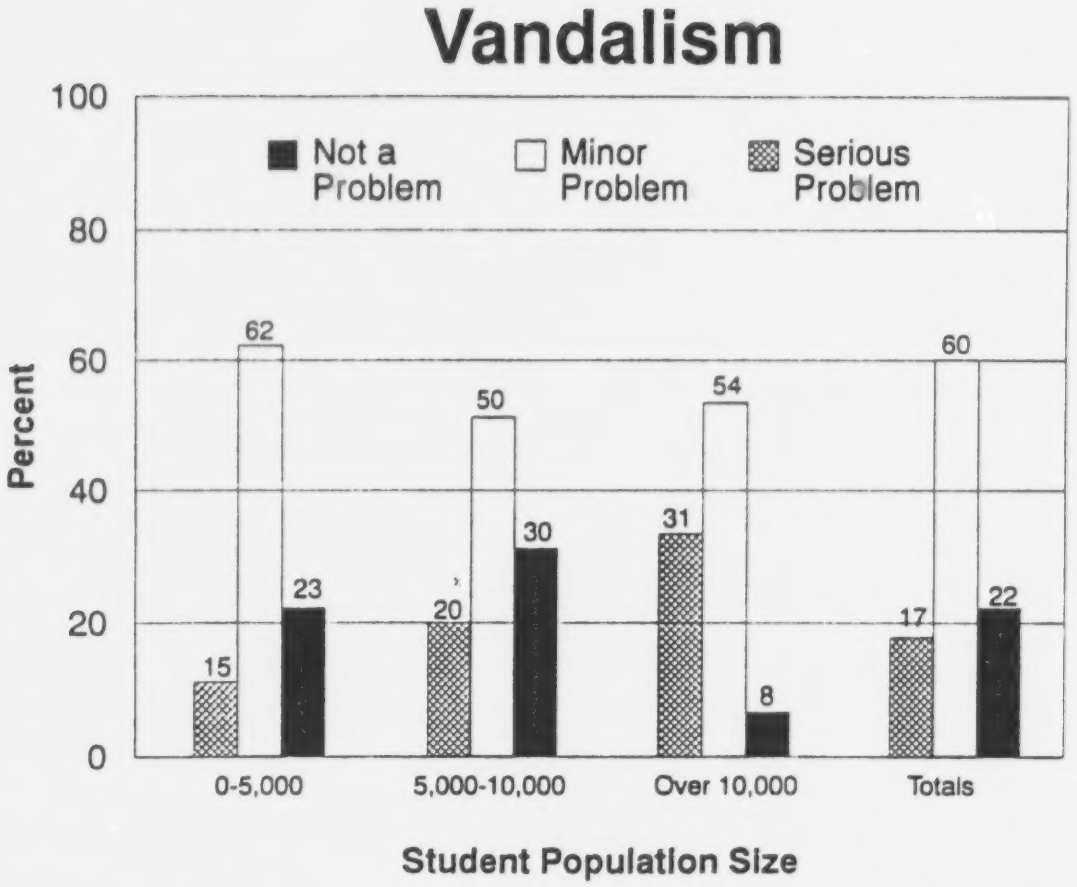
APPENDIX III

Food/Drink Policies

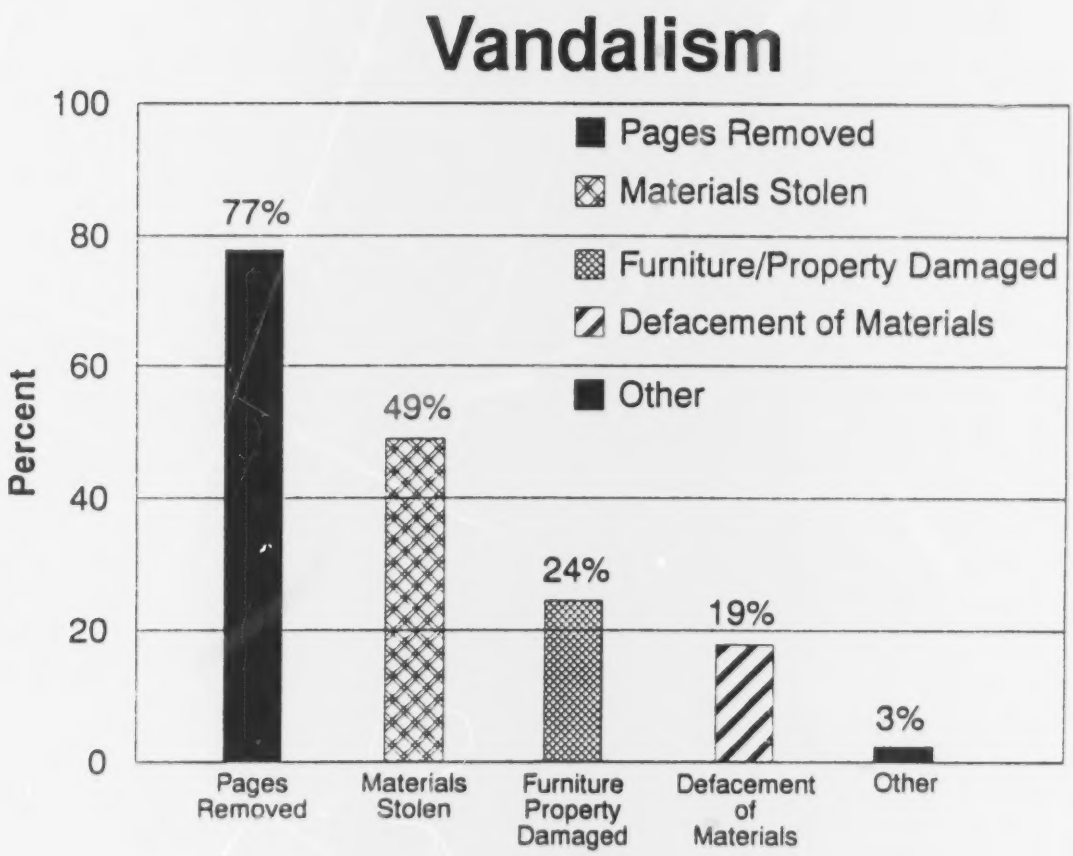


Total Libraries

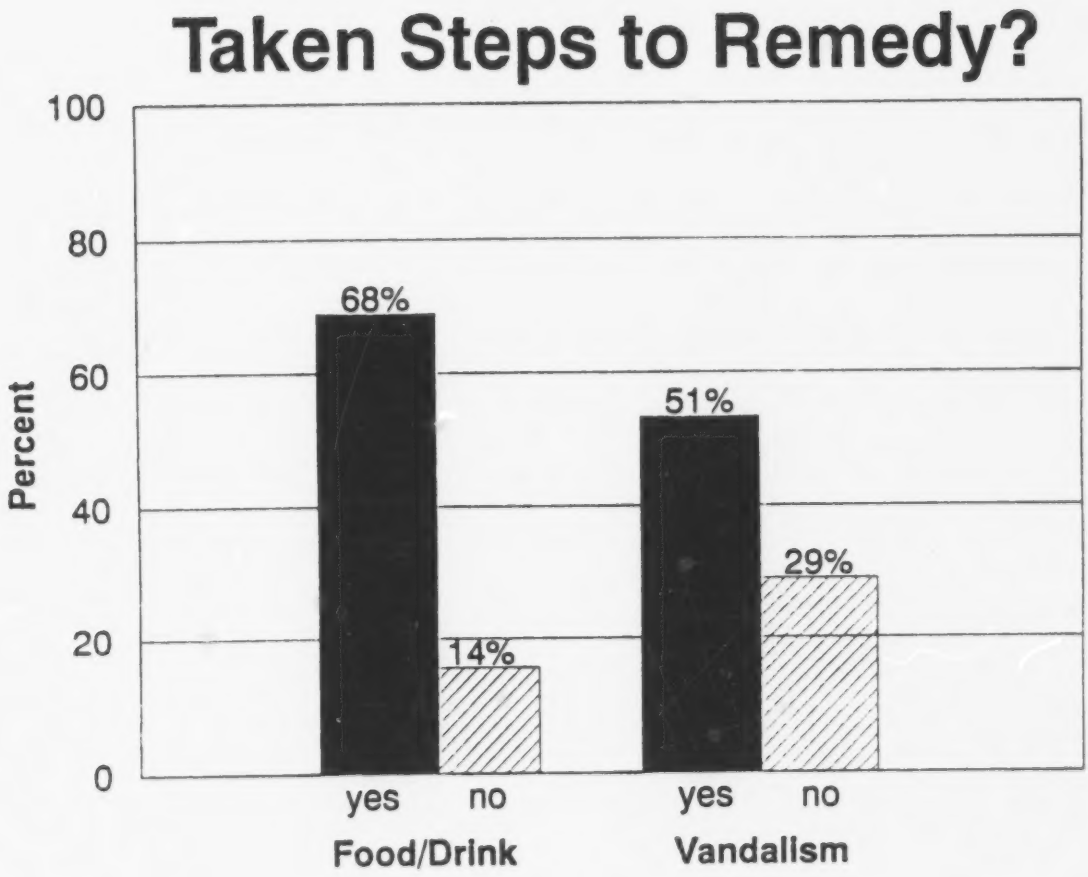
APPENDIX IV


Vandalism
Not a Problem
Minor Problem
Serious Problem
Percent
100
80
60
40
20
0
62
23
15
50
30
20
54
31
8
60
22
17
0-5,000
5,000-10,000
Over 10,000
Totals
Student Population Size

APPENDIX V


Vandalism
100
80
60
40
20
0
Percent
Pages Removed
Materials Stolen
Furniture/Property Damaged
Defacement of Materials
Other
77%
49%
24%
19%
3%
Pages Removed
Materials Stolen
Furniture Property Damaged
Defacement of Materials
Other

APPENDIX VI


Taken Steps to Remedy?
100
80
60
40
20
0
Percent
68%
14%
51%
29%
yes
no
yes
no
Food/Drink
Vandalism

THE HARVARD ASSESSMENT SEMINARS: THEIR IMPLICATIONS FOR PUBLIC SERVICES IN THE ACADEMIC LIBRARY

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The Harvard Assessment Seminars divided more than one hundred participants into small working groups which designed, implemented, and evaluated their own projects. In March 1990, the first research results from the Seminars were released. Although their intended audience was university administrators and teaching faculty, I believe the Seminar results are of interest to academic librarians. The paper summarizes some of the findings of the Seminars and suggests ways they might be adapted to the academic library. Academic librarians should address the educational impact of what they do. The Harvard Assessment Seminars provide one model of how we might do that.

The Harvard Assessment Seminars began as a response to students' complaints that Harvard didn't teach enough and that its emphasis was too heavily on research. Harvard's President Bok, in his annual report for 1986, asked why college and university faculty and administrators do not engage in a constant process of research, assessment, and evaluation. The President invited Professor Richard Light, of the Department of Human Development at Harvard, to begin a long-term program of research and assessment. Known as the Assessment Seminars, the effort developed at Harvard divides more than one-hundred participants from Harvard and other universities into small working groups. Each group designs, implements, and evaluates its own project. The only stipulation for a group is that it must have at least one faculty member, one administrator, and one student (Light 1990, 12-13). In March 1990, Light issued the first report of seminar findings (*New York Times* 1990). Within two weeks, more than three thousand requests for copies had been received in his office (Marchese 1990).

Why did the Harvard document have such an impact? According to Hutchings and Marchese in *Change* magazine,

> [it] seemed a function of the report's concreteness in responding to teachers' questions: Why do women drop out of science? What are the characteristics of highly admired courses? How can small groups be used to enhance learning? Harvard's approach pays little attention to outcomes or external reporting; its focus has been on "real questions that faculty want answers to" and on "locally useful information" (Hutchins and Marchese 1990).

While the intended audience of the report was university administrators and teaching faculty, I believe that it should also be of interest to academic librarians. In this paper, I would like to summarize some of the findings of the Harvard seminars and explore what they might have to say to us about improving our teaching in bibliographic instruction sessions and at the reference desk, and about encouraging and supporting innovation among ourselves and others.

The Harvard Report suggests that even simple changes can dramatically improve student learning. One example is the one-minute paper, whose adoption by Harvard is described by Light:

> Faculty members at an early Seminar were asked what single change would most improve their current teaching. Two ideas swamped all others. One is the importance of enhancing students' awareness of "the big picture," the "big point of it all," and not just the details of a particular topic. The second is the importance of helpful and regular feedback from students so a professor can make midcourse corrections. . . .
>
> Patricia Cross, now at the University of California at Berkeley, suggests a simple device called the one-minute paper. The idea is to conclude a regular class lecture or discussion a minute or two before the end of class time. Then, ask each student to take out a sheet of paper and write down brief answers to two questions:
> (1)What is the big point you learned in class today?
> (2)What is the main, unanswered question you leave class with today?
>
> A box is placed on a table near the classroom door, and students simply drop their papers in the box as they leave.

> The papers are written anonymously for the professor to read after class.
>
> This extraordinarily simple idea is catching on throughout Harvard. Some experienced professors comment that it is the best example of high payoff for a tiny investment they have ever seen (Light 1990, 35-36).

For those who are fortunate enough to teach a several-session, or even one-semester, bibliographic instruction course, the application of the one-minute paper is obvious: it gives immediate feedback from one class session to the next to allow for midcourse adjustments. But I believe it also has merit as an evaluation instrument in the "one-shot BI." It won't allow us to use the feedback from one class of students with the same group at a later date, but it can give us valuable knowledge to use in preparing for the next class.

To get an idea of whether this might work in practice, I used the one-minute paper in several of my own classes, in addition to the one-page evaluation currently required at our library. My primary goal in each session was to instruct the students in the use of the online catalog. The results were heartening. While the regular evaluation form showed that the students considered me organized and clear speaking which was, of course, gratifying, it was the one-minute papers which revealed consistently that the students had gotten the main point. I consider my experiment with the one-minute paper successful enough to try it again.

The second simple idea described by the Harvard report is the use of small groups. Two pilot studies were executed: one in "Moral Reasoning 30," which used mentored groups in a large, popular core course; the other involving small study groups in Light's own empirical methods and statistics class (Light 1990, 71-75). The conclusions of the two pilot studies were clear. Light says:

> The samples in these two studies were small. The designs, as pilot studies, were imperfect. Nonetheless, the findings point to promising directions for future innovations. Students who work in small groups of four to six seem to learn slightly more, they become more involved in their academic work, and they clearly enjoy it more (Light 1990, 75).

While small group work may seem beyond the scope of reference desk or bibliographic instruction activity at first glance, I would like to point out at least one area where a small-group approach might be both eminently practicable and practical: CD-ROM instruction. While some libraries already offer workshops or other methods of instruction incorporating small group work, most do not. In fact, in the preface to *Public Access CD-ROMS in Libraries*, Linda Stewart states that "most libraries consider one-on-one, point-of-use training primary" (Stewart et al. 1990, 10). Of fifteen academic libraries included in this book of case studies, ten specified one-on-one, point-of-use instruction as the preferred method of user training.

Typical of the reasoning behind this extensive employment of one-on-one training is that cited in Vicki Anders' description of CD-ROMS at Texas A & M. The staff there found:

> No system is user-friendly enough for an inexperienced patron to use without personalized, one-on-one instruction.. . . We experimented with a slide-tape presentation, computer-assisted-instruction programs, and a written manual to teach patrons how to search, and we found that none of these methods was significantly better than the other. In essence, first-time users still need a staff member present to answer questions and prompt the user regardless of the original instruction program the user had experienced (Anders 1990, 179-180).

The Harvard pilot studies, although, showed:

> When trying to accomplish certain goals, it is not clear that working alone, or studying alone, or trying to solve a problem alone, or even one on one with a faculty member, always leads to the best results (Light 1990, 71).

What are we to say to this? Look back again at the example of Texas A&M. The library there experimented with a number of methods of CD-ROM training, all of them directed at the individual. The slide-tape presentation was probably to be viewed by one user at a time.

The computer-assisted instruction program was directed at single users. The written manual was meant to be completed by one person. Yet the jump was made that since instruction methods aimed at the individual did not work, one-on-one, faculty/student instruction must be used. No other options seem to have been considered.

Point-of-use, individualized instruction is extremely expensive. If we knew that the best student learning occurred with such instruction, we would of course bear the cost willingly. However, I am not convinced that we do know. I would propose that we experiment with small-group CD-ROM instruction in a variety of settings. Only then will we truly know that one-on-one instruction is indeed best.

Finally, I would like to discuss what the Harvard studies might say to us about encouraging innovation among faculty--both library and academic. I would venture to say that many librarians view the teaching faculty at their institutions as single-mindedly devoted to their own research and teaching, unwilling to deviate from their accustomed paths for a moment, even if it would benefit them. Consider "The Faculty Problem" by Constance McCarthy, published in *The Journal of Academic Librarianship* in 1985. In it, McCarthy paints a gloomy picture of how college and university instructors use the library:

> They seldom use the library, except perhaps through browsing, to extend their sources of information; they use it to find sources they already know about. . . .
>
> Faculty concern for libraries . . . is for their repository function (McCarthy 1985, 143).

A similar view of the faculty's unwillingness to try new ideas was also held at Harvard.

> Faculty at Harvard and indeed at all of the participating institutions are busy people. They wear many hats--keeping on the cutting edge of their discipline, developing curriculum, teaching classes, advising students, participating in administrative activities, and doing their own research. It was not obvious how much interest they would have in adopting new teaching techniques (Light 1990, 34).

However, the Harvard researchers soon discovered that faculty members are willing to innovate provided that the new technique does not just add more material to the course, and that there is proper support for it (Light 1990, 34). Particularly pertinent to library work is the latter. Light says:

> With all the modern technological aids that are becoming available to instructors, it may seem obvious they should be adopted quickly to enhance teaching. We found something very different. We found that how technology is introduced to a faculty member, and into a class, makes all the difference in the world. Many professors are willing, indeed eager, to adopt a technological aid such as interactive computing or laser videodiscs. But their good intentions reach fruition only if an expert--someone with the job of embedding technology into an ongoing course--is available and able to commit substantial time and effort. In the courses where a technological expert is available to work with a professor, the curriculum changes can be dramatic (Light 1990, 34-35).

For example, a Harvard professor wanted to experiment with using interactive videodisc in a first-year Legal Methods class. Working with him were three other individuals: one organized the logistics, a second created the videotaped cases used in the experiment, and a third helped implement the videodiscs outside of class and assessed their value to students (Light 1990, 38-39). Compare the resources on which the professor could rely with what we usually offer in the library. If we are honest with ourselves, how can we fault our faculty for not taking advantage of our new technology when the support we give is so minimal? How many of us are unwilling to incorporate new technology into our already overbooked schedules? Do we always greet new enhancements of familiar library technology with open arms? If we examine our reluctance toward new developments, do we not find we are resistant because we too feel a lack of support?

However, encouraging innovation among the teaching faculty is not sufficient. We must stimulate experiment also among ourselves. Most important, we should stand behind unsuccessful attempts. Light says:

> Might it make good sense to stimulate and encourage all . . . faculty members who want to innovate, and to especially emphasize the key step of putting into place a serious, scientifically valid effort to assess each new method's effectiveness? This communicates that we honor the process of innovation and evaluation. Most important, we cannot be dismayed if any specific innovation doesn't turn out to be a grand success. By encouraging both innovation and systematic assessment, we embark on a longer-term program of steady improvement. Such a program will inevitably include both successes and failures.
>
> Creating such an environment can be subtle and challenging, since it is natural for most faculty members, and I include myself, to highlight new courses or teaching methods only when they work well. It is a wonderful feeling to succeed. But evidence from Harvard tells us it is possible to create a climate that rewards innovation and assessment as a process. This process will identify failures as well as successes. Faculty members and administrators must agree to accept this sense of two steps forward and one step back. It can lead to a remarkable upsurge in efforts to improve education for all students (Light 1990, 84-85).

The question asked by President Bok might well be directed at academic libraries. Why do librarians not engage in a constant process of research, assessment, and evaluation of what we do? Research studies based on the scientific model abound, but do they explore the educational impact of what we do, in reference work and in bibliographic instruction? Do they assess whether the instructional methods we have chosen and the library environment we have created result in the best learning? The Harvard report gives us not only results we can adapt, but a model for assessment. Some of us are in the position of being administrators of our own libraries. If we cannot convince our administration of the need, might we not encourage innovation and assessment among ourselves? In the end, I leave it to you to decide: what questions might we ask and what hypotheses might we test.

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BEYOND *INFOTRAC*: INTEGRATING GOVERNMENT DOCUMENT CD-ROMS INTO COURSE ASSIGNMENTS

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With the proliferation of government document CD-ROMs, depository libraries face a challenge and opportunity to incorporate this format into library instruction. Upper-division students in two courses in which the assignment involved using government document CD-ROMs were surveyed as to their knowledge of government information sources and CD-ROM use prior to the course. It appears that students at this level had little familiarity with either CD-ROM products or government information sources, yet found the government document CD-ROMS easy to use and that the assignment approximated real-life research. The conclusion the author draws is that the CD-ROM format gives documents librarians a window of opportunity not available before to more fully integrate government information into course assignments.

As those of you associated with a depository library know, the evolving electronic environment of government information is presenting libraries and librarians with some interesting challenges. One of the most important of these and one which, I think, academic libraries need to address, is the integration of government document CD-ROM products into library instruction programs. At last count there were some fifteen government document CD ROMs available, comprising over fifty discs, far more than are available in the general reference area. Furthermore, with the exception of the Monthly Catalog CD-ROM equivalent, these are not indexes, but data or full-text databases. Perhaps this is just a further wrinkle on the often-heard lament that government information is not fully utilized, but I think that the Government Printing Office-distributed CD-ROMS offer us a window of opportunity that we have not had in the past.

The issue of integrating government document CD-ROMs crystallized for me this past year partly as a result of my personal set of circumstances. For the past two years I have been leading a double life: as a member of the MSU Libraries faculty and as a graduate student in public administration. The Masters in Public Administration is offered at MSU through the Department of Political Science and since I had few political science courses at the undergraduate level I have taken those upper-level courses which would meet some of the elective requirements in the MPA program. I'm not sure this is an enviable position, but it is certainly one way to gain direct experience with the content and assignments of certain courses. Last year I found myself in Political Science 352, Comparative Public Policy, taught by a new professor. As the course progressed, I was struck by the limited library resources most of the students, almost all of whom were seniors, used for their oral presentations. I approached the professor and discovered he too was concerned that most of the students' references seemed to come from *Infotrac*. This presented two problems from a librarian's point of view: first, many other important sources were being overlooked; secondly, students who were depending heavily on *Infotrac* for their references were often frustrated when they found the library didn't subscribe to everything it indexed. I discovered this personally when searching for information on the European Community and most of the articles were in periodicals we didn't own. I was particularly concerned that students were not finding their way, for whatever reasons, to the wealth of information in the government documents department, especially Department of State publications and the *American Statistics Index*.

This initial conversation with the professor led to several discussions on how the course could be structured to take the students beyond *Infotrac* and incorporate government documents sources into the assignments. At that time, MSU libraries Government Information had just received the Department of Commerce's *National Trade Databank* (*NTDB*) CD-ROM as a depository item. A gold mine of data, the *NTDB* contains over 100,000 documents, tables, and time series from fifteen government agencies. There are several full-text files, including the CIA's *World Factbook*. Another CIA file, the *Handbook on Economic Statistics*,

includes a wide variety of statistics for many countries. Another source that would be extremely useful for a course on comparative politics is the State Department's *Foreign Broadcast Information Services Report* (*FBIS*). These reports consist of translations of information collected daily from foreign broadcasts, news accounts, commentaries, newspapers, periodicals and government statements from all over the world.

When Comparative Public Policy was offered again, students were divided into small groups; each group was given three similar countries and a public policy issue to research. By using statistical sources, including the *National Trade Data Bank* and primary source material, such as the *FBIS Reports*, they were to write a short paper analyzing and drawing conclusions about their assigned country's energy policy, for example. Students were given a presentation on various statistical sources, including a demonstration of the *NTDB* and a handout (see Appendices I and II). We also discussed how to attack the same problem or subject. In this case, the public policy issue for their group of countries from various perspectives: economic, political, historical, etc., and what resources to use to gain that particular perspective.

Another course offered an additional opportunity to explore the possibilities of including government document CD-ROMs in a course assignment. Once a year the Department of Sociology teaches a course entitled "Sociology of Agriculture." The term paper topic is to research a predominantly agricultural county using census data from the past forty years to describe what the changes have been for both the farm and non-farm populations and how these changes have influenced development in the county. Again, receipt of the 1987 *Census of Agriculture* and the initial population data from the 1990 *Census of Population* on CD-ROM offered an ideal opportunity to incorporate these formats for government information into the instructional program. After a discussion with the professor on the course objectives, a handout was prepared (see Appendix III) and a presentation given on the kinds of information found in the various censuses. A demonstration on both *AGRICOLA* and the *Census of Agriculture* on CD-ROM was also provided.

Although my intuition and the initial response of the classes, seemed to suggest that most of the students were unfamiliar with government documents and using CD–ROM databases, an effort was made to try to assess their level of familiarity with library sources at this stage in their academic life. All were juniors or seniors so it seemed they might be familiar with the basics, i.e. *CATTRAC*, our online catalog, *Infotrac* and some subject indexes. A short survey was designed which both professors conducted in the last week of classes (see Appendices IV and V). As the results show, of the 32 surveys completed, 31 indicated they had previously used *CATTRAC*, 27 *Infotrac*, and 20 IAC's microfilm *Newspaper Index*. After these basic sources, there appears to be considerably less familiarity with government documents or CD–ROM databases of any kind. Less than half indicated they had used these other sources before. Eleven checked that they had used ERIC prior to this particular course. On the whole using the CD–ROM products did not create undue anxiety. Most were computer literate in the sense that they indicated they regularly used a PC and the majority found the CD-ROMs easy to use.

Not surprising, but to my consternation as a documents librarian, far fewer were knowledgeable about government information in either paper or electronic format. Only five had previously used the *Government Publications Database* (GPO on Silverplatter). A small group of the political science students were familiar with the *Congressional Information Service (CIS) Index*, but only two had previously used *American Statistics Index (ASI)*.

CONCLUSION

Although informal and based on a small sample, this survey suggests some interesting possibilities. One interesting finding is the high level of personal computer use among students. The challenge and opportunity this presents for documents librarians is that much government information is now coming to us in a format that students seem much more eager and willing to use. The CD–ROM environment for government information continues to grow. Documents librarians have always recognized and bemoaned the fact that documents are

not used to their full potential. Here is a medium that makes available a vast amount of data that students are willing to search and that will take them beyond the traditional secondary sources. Moreover, using this kind of statistical data equates more to a "real life experience," because most of them expect to use computers and various software programs in their work. The challenge, of course, is making both faculty and students aware that these new CD–ROM products exist, what advantages they offer, and how they can be successfully incorporated into course assignments that are meaningful. Both the sociology and political science courses will be taught again next year, providing another opportunity to have the surveys administered in order to increase the statistical sample. We are also in the process of identifying courses in other departments in which the government document CD–ROMS could be used productively in the course assignment.

APPENDIX I

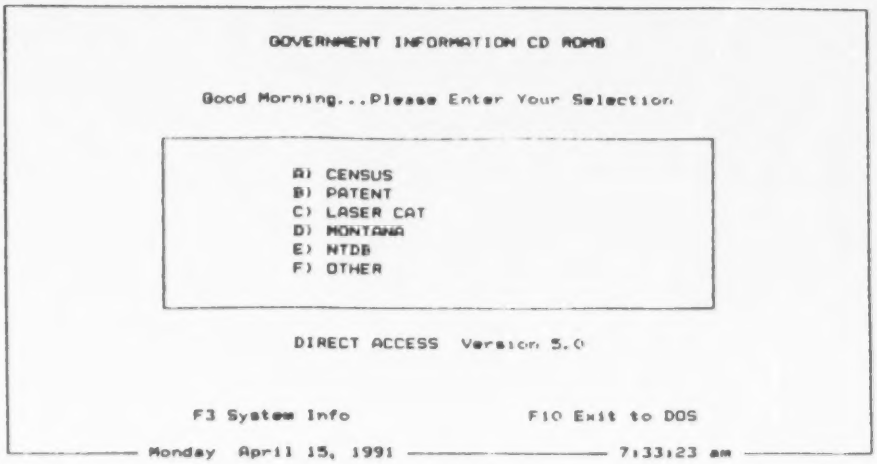
NATIONAL TRADE DATA BANK -- WORLD FACT BOOK

From the Main Selection Menu choose:

E) NTDB

(Type E, or highlight E and press <ENTER>)

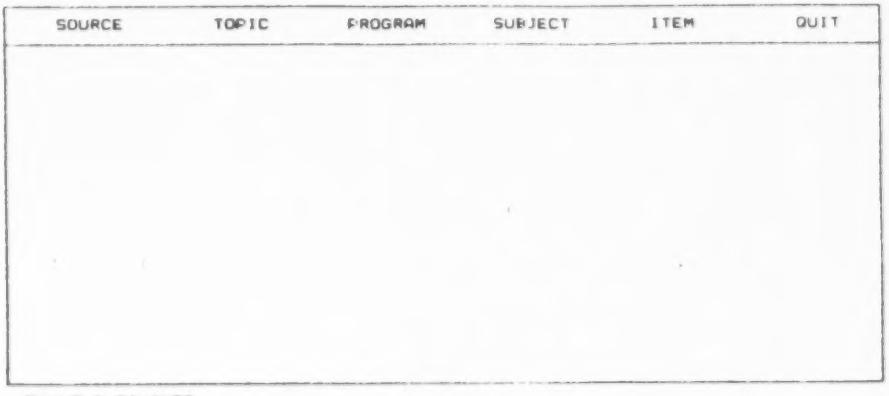
Press enter as directed to move through the preliminary screens.



When the function screen menu appears

Highlight SOURCE

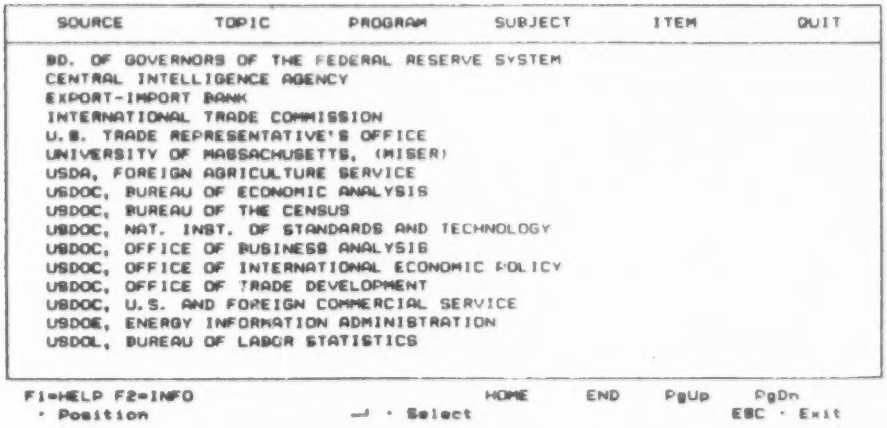
Press <ENTER>



From the list of sources Highlight

CENTRAL INTELLIGENCE AGENCY

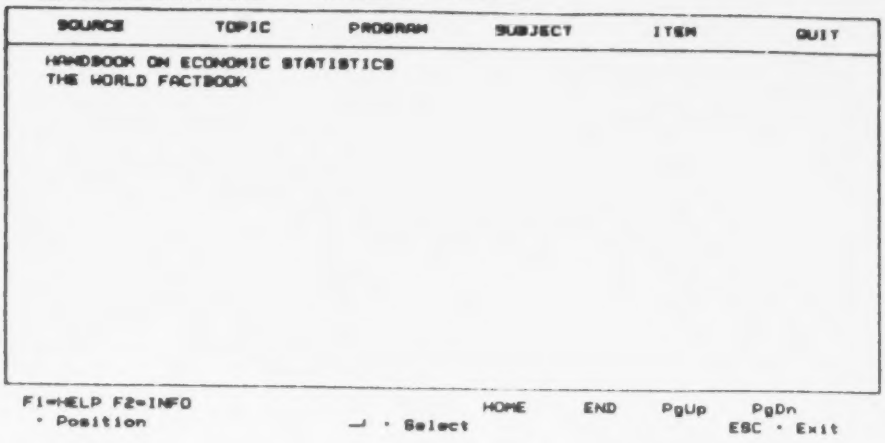
Press <ENTER>



Highlight

WORLD FACT BOOK

Press <ENTER>



Wait for the CENTRAL INTELLIGENCE AGENCY. WORLD FACT BOOK screen

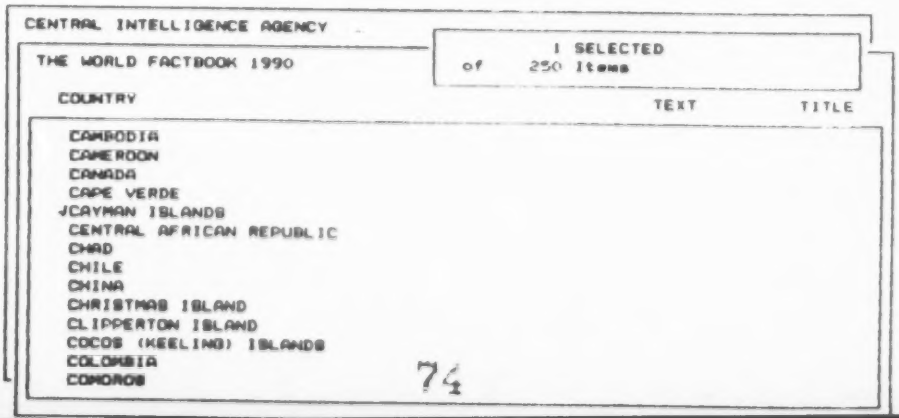
When it appears COUNTRY is highlighted.
Press <ENTER>

This search takes longer, the light on the CD drive shows the search is continuing.

Numbers at the beginning of the index appear first on the screen. Start typing the name of the country you are studying, you will scroll through the index until you highlight the one you want.
Press <ENTER>

A check mark will appear next to the name to show it has been selected

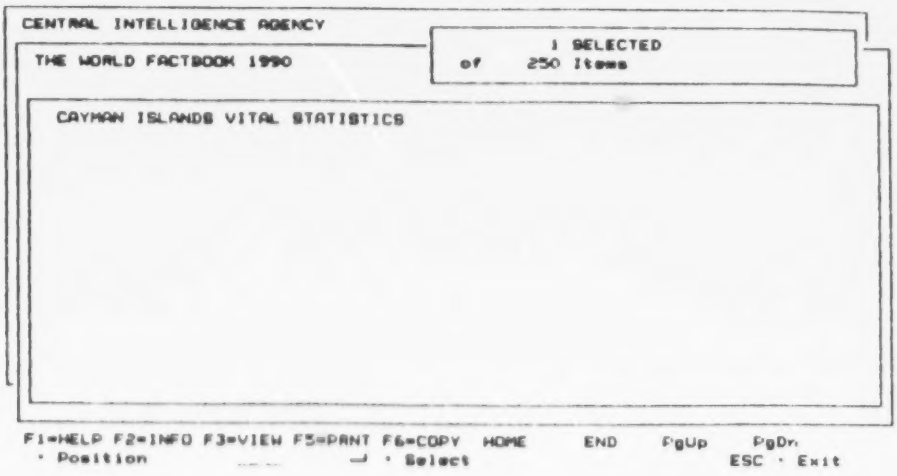
Press <F3>



NATIONAL TRADE DATA BANK -- WORLD FACT BOOK

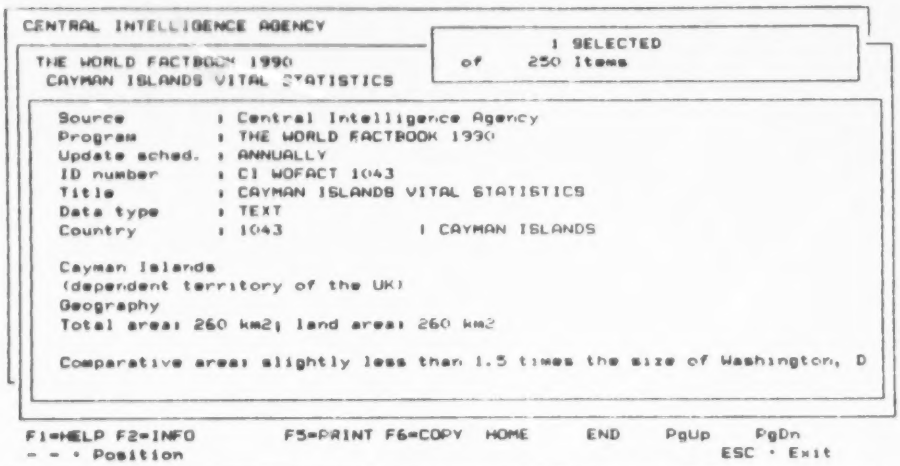
TO VIEW the data on your country

Press <F3>



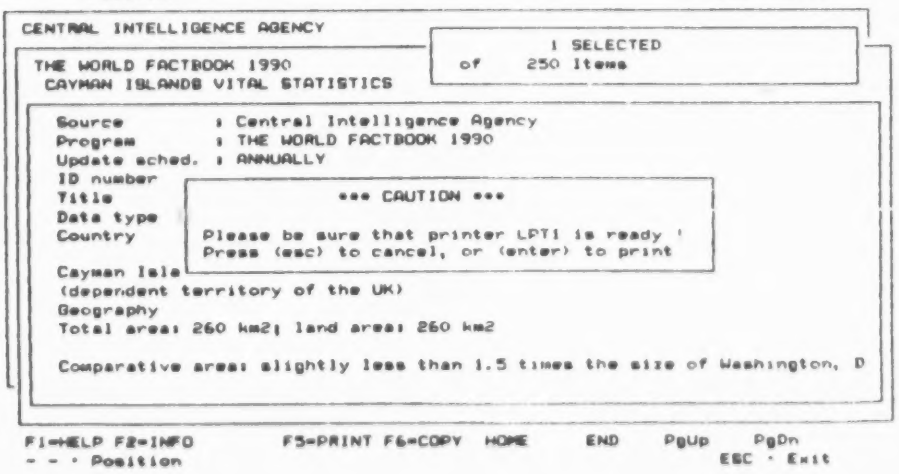
Country data will appear on the screen.

Page Down to continue reading the information.


CENTRAL INTELLIGENCE AGENCY
THE WORLD FACTBOOK 1990
CAYMAN ISLANDS VITAL STATISTICS
1 SELECTED
of 250 Items
Source : Central Intelligence Agency
Program : THE WORLD FACTBOOK 1990
Update sched. : ANNUALLY
ID number : CI WOFACT 1043
Title : CAYMAN ISLANDS VITAL STATISTICS
Data type : TEXT
Country : 1043 I CAYMAN ISLANDS
Cayman Islands
(dependent territory of the UK)
Geography
Total area: 260 km2; land area: 260 km2
Comparative area: slightly less than 1.5 times the size of Washington, D
F1=HELP F2=INFO F5=PRINT F6=COPY HOME END PgUp PgDn
• Position
ESC • Exit

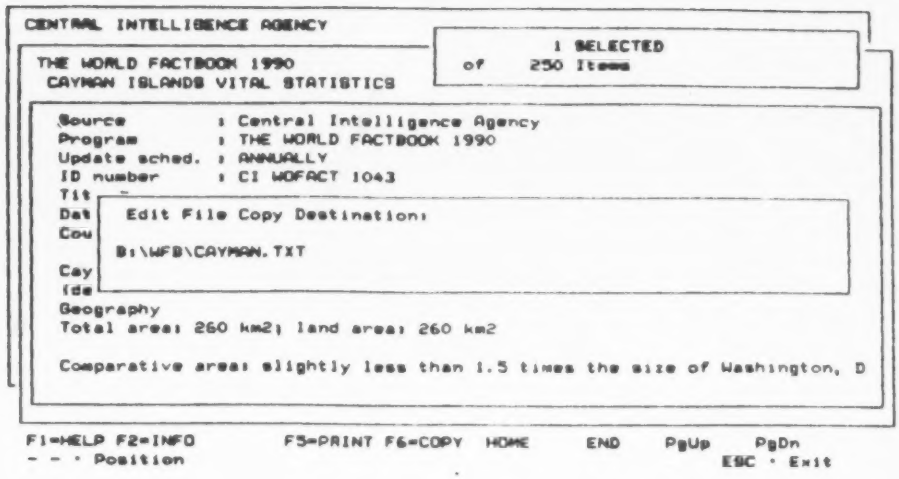
TO PRINT the data on your country

Press <F5> <ENTER>


CENTRAL INTELLIGENCE AGENCY
THE WORLD FACTBOOK 1990
CAYMAN ISLANDS VITAL STATISTICS
1 SELECTED
of 250 Items
Source : Central Intelligence Agency
Program : THE WORLD FACTBOOK 1990
Update sched. : ANNUALLY
ID number
Title
Data type
Country
*** CAUTION ***
Please be sure that printer LPT1 is ready !
Press (esc) to cancel, or (enter) to print
Cayman Isla
(dependent territory of the UK)
Geography
Total area: 260 km2; land area: 260 km2
Comparative area: slightly less than 1.5 times the size of Washington, D
F1=HELP F2=INFO F5=PRINT F6=COPY HOME END PgUp PgDn
• Position
ESC • Exit

Data may also be downloaded to your own floppy disc.

Press <F6>
Type in the drive, directory and file name for the data
Press <ENTER>

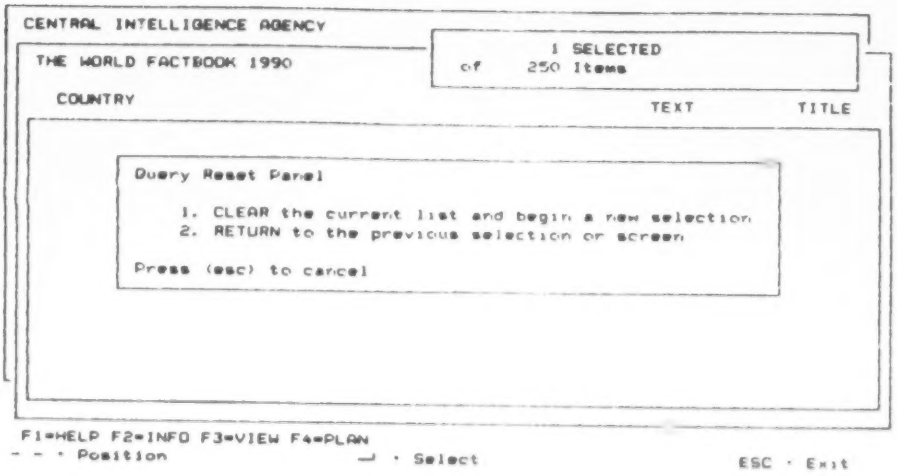

CENTRAL INTELLIGENCE AGENCY
1 SELECTED
of 250 Items
THE WORLD FACTBOOK 1990
CAYMAN ISLANDS VITAL STATISTICS
Source : Central Intelligence Agency
Program : THE WORLD FACTBOOK 1990
Update sched. : ANNUALLY
ID number : CI WOFACT 1043
Edit File Copy Destination:
B:\WFB\CAYMAN.TXT
Geography
Total area: 260 km2; land area: 260 km2
Comparative area: slightly less than 1.5 times the size of Washington, D
F1=HELP F2=INFO F5=PRINT F6=COPY HOME END PgUp PgDn
- - · Position
ESC · Exit

TO EXIT database

Press <esc> until the Query Reset Panel is displayed.

Press 1 to clear.

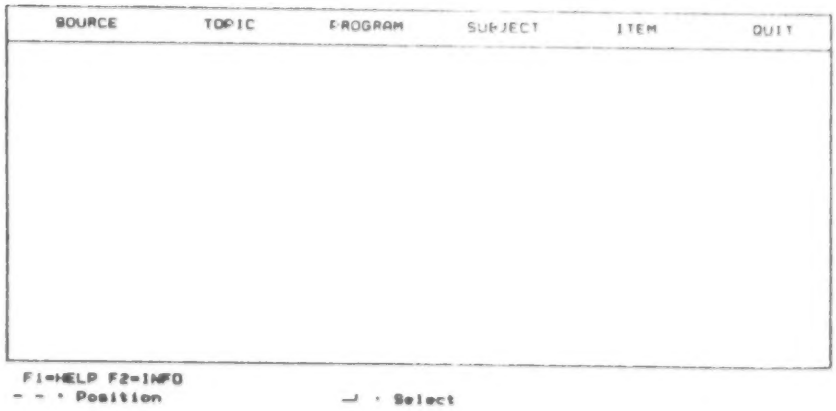
Press <esc> until the function screen menu is displayed.



Highlight QUIT

Press <ENTER>

The program will return the display to the main CD selection menu.



APPENDIX II

BASIC COUNTRY INFORMATION

World Factbook (CD-ROM) — Docs Microcomputer
A compilation of much useful political, sociological and economic data.

CIA Maps — Docs Map Case
CIA maps cover a large number of countries, and include population, economic activity, land use, etc.

Country Studies — D101.22:550 (Docs)
Comprehensive coverage of a country's historical, social, economics, politcal and military organization.

YEARBOOKS

As the name implies, yearbooks are issued annually for the purpose of giving current information. The following series, published by Europa Publications, covers a general introduction to the region, individual country surveys extensive narratives on the history, economy, and culture along with statistics. Most importantly there is a bibliography of additional sources of information for each country.

Europa Yearbook	Ref JN1.E85
The Far East and Australasia	Ref DS502.F35
Middle East and North Africa	Ref DS49.M5
Canada Year Book	Ref HA 744.S81

MAGAZINES, JOURNALS, NEWSPAPERS

The material found in magazines, journals and newspapers is the most current information. It is also possible to find comparative information for different time periods.

Canadian Annual Review of Politics and Public Affairs	F1001.C215
Economist	HG 11.E2
EP News (European Parliament)	Newspaper (AV/MRR)
Globe and Mail (Toronto)	Newspaper (AV/MRR)
OECD Economic Surveys	Call number varies
Times of London	Newspaper (AV/MRR)
US Department of State Dispatch	S 1.3/5 (Documents)

FOREIGN BROADCAST INFORMATION SERVICE

The Foreign Broadcast Information Service issues a Daily Report series covering Asia and the Pacific, the Middle East and Africa, the People's Republic of China, the Soviet Union, South Asia and Eastern Europe. These reports consist of translations and analyses of information collected daily from foreign broadcasts, news accounts, commentaries, newspapers, periodicals, and government statements.

Table of Contents	Ref Microfiche
Daily Reports	Docs Microfiche

8/91 (vy)

APPENDIX III

SOC 419
Sociology of Agriculture

CENSUS PUBLICATIONS

1987 CENSUS OF AGRICULTURE:	Docs Ref Compact Disc or
Montana	Docs Ref C3.31/4:987/v.1/pt.26
United States	Docs Ref C3.31/4:987/v.1/pt.51
Other States	C3.31/4:987/v.1
1982 CENSUS OF AGRICULTURE	Docs Ref Compact Disc
1974-1982 CENSUS OF AGRICULTURE	C3.31/4:
1925-1969 CENSUS OF AGRICULTURE	HD 1753
1990 CENSUS OF POPULATION AND HOUSING	Docs Ref Compact Disc
1980 CENSUS OF POPULATION AND HOUSING:	
Montana -	
General Population Characteristics	Docs Ref C3.223/8:980/B23
General Social and Economic Characteristics	Docs Ref C3.223/7:980/C28
Detailed Population Characteristics	Docs Ref C3.223/8:980/D28
Other States -	C3.223/8:980/
1970 CENSUS OF POPULATION AND HOUSING	C3.223/9:1970
1960 CENSUS OF POPULATION AND HOUSING	C3.223/9:1960
1860-1950 CENSUS OF POPULATION	C3.(year)
1988 COUNTY AND CITY DATA BOOK	Docs Ref Compact Disc
1988 COUNTY BUSINESS PATTERNS:	
Montana	Docs Ref HC 101.A184/87-28
Other States	HC 101.A184/87

OTHER USEFUL PUBLICATIONS

1989 AGRICULTURAL STATISTICS	Docs Ref A1.47:988
YEARBOOK OF AGRICULTURE	S21.A35
MONTANA AGRICULTURAL STATISTICS	Docs Ref HD 1775.M9M6
MONTANA COUNTY PROFILES	Docs Ref HA 483.A26/1985
AGRICOLA	Ref Microcomputer

APPENDIX IV
SURVEY

Status Fr Soph Jr Sr Grad
Major _____

BEFORE taking this course I used the following library sources (check all that apply)

_____ Cattrac (The Libraries online catalog)
_____ Infotrac
_____ Social Science Index
_____ PAIS (Public Affairs Information Service Index)
_____ Newspaper Index

BEFORE taking this course I used the government documents area of the library (check all that apply)

_____ CIS (Congressional Information Service)
_____ ASI (American Statistics Index)
_____ State Department publications (including but not limited to the FBIS reports or Dispatch)
_____ Census publications
_____ Other (please describe)

BEFORE taking this course I used other CD-ROM indexes (check all that apply)

_____ ERIC
_____ BIOSIS
_____ AGRICOLA
_____ Government Publications Database

BEFORE taking this course I used other information sources on CD-ROM (check all that apply)

_____ Census
_____ World Fact Book/National Trade Data Bank
_____ Patents
_____ Lasercat

I found the CD-ROM products I needed to use for this assignment

_____ Very Difficult to use
_____ Moderately Difficult to use
_____ Easy to use
_____ Easier to use than the paper versions

I use a personal computer regularly for various assignments _____ yes _____ no

For this assignment I downloaded information for use on a computer outside the library _____ yes _____ no

Do you think the assignment for this course approximated real world research?

Because of this assignment my knowledge of library sources

_____ Increased slightly
_____ Increased a lot
_____ Stayed the same

BEST COPY AVAILABLE

APPENDIX V

SURVEY

LIBRARY SOURCES USED:	SOPH.	JUNIOR	SENIOR	TOTAL
CatTrac	1	3	27	31
InfoTrac	1	3	23	27
SSI	0	1	15	16
PAIS	0	0	5	5
Newspaper Index	1	2	17	20
GOV'T DOCUMENTS SOURCES USED:				
CIS	0	1	5	6
ASI	0	0	2	2
State Dept. Pub.	0	1	4	5
Census Pub.	0	0	5	5
Other	0	0	0	0
CD-ROM INDEXES USED:				
ERIC	0	1	10	11
BIOSIS	0	0	0	0
AGRICOLA	0	0	1	1
Gov't Pub. Database	0	1	4	5
OTHER CD-ROM INFO. SOURCES USED:				
Census	0	0	1	1
Nat'l Trade Data Bank	0	0	3	3
Patents	0	0	0	0
LaserCat	0	0	0	0
CD-ROM PRODUCTS WERE:				
Very difficult to use	0	0	0	0
Moderately difficult to use	0	1	2	3
Easy to use	0	2	19	21
Easier than paper version	0	0	4	4
USE PC REGULARLY FOR ASSIGNMENTS?				
Yes	0	3	17	20
No	0	0	7	7
DOWNLOADED INFO.?				
Yes	0	2	6	8
No	0	1	16	17
ASSIGNMENT APPROXIMATED REAL WORLD RESEARCH?				
Yes	0	3	19	22
No	0	0	1	1
KNOWLEDGE OF LIBRARY SOURCES HAS:				
Increased slightly	0	1	15	16
Increased a lot	0	2	9	11
Stayed the same	0	0	0	0